


REGULATIONS *of*  
*the* BOARD



MANUAL *for*  
TEACHERS

AND HANDBOOK FOR  
PRINCIPALS in the Pro-  
testant Public Schools  
of Montreal



SESSION 1919-1920  
MONTREAL  
1919

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REGULATIONS  
FOR  
THE SCHOOLS  
UNDER CONTROL OF  
THE PROTESTANT BOARD  
OF  
SCHOOL COMMISSIONERS  
OF THE CITY OF  
MONTREAL

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ADOPTED MAY 31ST, 1914  
REVISED JUNE, 1919

## THE PROTESTANT BOARD OF SCHOOL COMMISSIONERS AND ITS COMMITTEES.

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1. Unless otherwise ordered by special resolution, the regular meetings of the Board shall be held on the forenoon of the second Thursday of each month, except July and August.

2. Special meetings of the Board shall be held at the call of the Chairman or the written request of two members addressed to the Chairman. Except in cases of emergency notice of special meetings shall be mailed three days in advance, and shall state the business to be transacted.

3. The inaugural meeting of each year shall be the first meeting in September. At that meeting the notices of the appointment or re-appointment of School Commissioners shall be submitted, after which the Board shall proceed to the election of its Chairman for the year.

4. Apart from such committees as may be appointed from time to time, there shall be two standing committees, as follows:—

(a) The Committee of School Management, composed of the six members of the Board, the Chairman as Convener.

(b) The High School Committee, composed of the six members of the Board, the Chairman as Convener.

The Rector of the High School of Montreal, the Lady Principal of the High School for Girls and the Principal of the Commercial and Technical High School shall attend the meetings of this Committee in an advisory capacity.

5. Three members shall form a quorum at a meeting of the Board, three members at a meeting of the Committee of School Management, and three members at a meeting of the High School Committee.

6. All committees shall meet at the call of their respective conveners, and shall report to the Board at its next succeeding meeting.

## REGULATIONS FOR THE PROTESTANT SCHOOLS OF MONTREAL.

### I.—Schools under the control of the Protestant Board of School Commissioners.

These are the High School of Montreal, the High School for Girls, the Commercial and Technical High School, and the Public Schools. These schools are subject to the school laws of the Province of Quebec, except as modified by special legislation.

### II.—School Officers.

1. School Officers are a Secretary-Superintendent,\* an Assistant Secretary-Superintendent, Assistant Superintendent, a Treasurer, Assistant Treasurer, an Inspector of Buildings, a Rector of the High Schools, a Lady Principal of the High School for Girls, Principals of the Commercial and Technical High School and Public Schools, Supervisors of Special Subjects, Supervising Assistants to Principals, Class Teachers, Supernumerary Teachers, Special Teachers and Caretakers.

2. All matters relating to the three High Schools are referred directly to the High School Committee, whose decisions are subject to the approval of the Board.

### III.—The Secretary-Superintendent.

1. To the Secretary-Superintendent is committed the task of securing the proper grading and harmonious working of the schools as parts of a general system. He must visit each school monthly, except in December, May and June, for the purpose of advising with teachers in regard to any matters on which they wish to consult him; of examining any class in any portion of its work; of seeing that school records are properly kept, and generally of inquiring into school work, discipline and condition of property and making suggestions for their improvement. He must furnish a monthly report to the Board, act as its Secretary, and see that its decisions are carried out. He is also authorized to provide as may be arranged from time to time such school supplies as are used in connection with the Course of Study.

### IV.—The Treasurer.

1. The Treasurer shall be responsible for all receipts and expenditures, collect all fees and other moneys due to the Board, deposit all moneys received in the bank, so that the debit side of the bankbook shall correspond month by month with the sum of receipts as shown by the Cash-Book, pay all amounts

\* In the City of Montreal, the School Boards are authorized to appoint a Secretary and Treasurer separately. See 33 Vict., Chap. 16, Sec. 2.

authorized by the Board, by cheque, signed by the Chairman, or, in his absence, by the senior Commissioner in the city and himself, paying small amounts from the proceeds of a collective cheque given him by the Board each month, so that the total of the credit side of the bankbook may correspond month by month with the total expenditure of the month; keep the accounts of the Board by double entry, and submit his books to the auditors of the Board as soon as possible after the 1st November, 1st February, 1st April and 1st July in each year. He shall act as Recording Secretary at meetings of the Board and High School Committee, and perform such additional clerical and other work as may be required of him.

### V.—The Inspector of Buildings.

The Inspector of Buildings is entrusted with the duty of keeping the school buildings in repair, and of providing fuel for the schools and supplies for caretakers upon such conditions as may be determined from time to time. He shall superintend all buildings in course of erection, and all important repairs and alterations committed to the Architects of the Board while in progress, and see that the work is carried out in accordance with the specifications.

### VI.—Principals.\*

1. Every school is under the immediate control of a Principal, whose duty it is to exercise close supervision over the course of instruction and methods of presentation employed in it; to maintain with justice, kindness and discretion efficient discipline; to secure the cheerful and faithful co-operation of teachers; to enforce upon caretakers due attention to their duties, and to observe, and cause to be observed by pupils and subordinates in office, the regulations of the Board. In order to do this he shall hold monthly meetings of the staff and from time to time read to the assembled school such regulations as pupils ought to know.
2. It shall be the duty of the Principal to report to the Secretary-Superintendent any case of inattention to duty on the part of a subordinate, unless, by previous remonstrance, he shall have secured immediate reformation. Should the Secretary-Superintendent fail to secure amendment, he shall report to the Board.
3. The Principal must carefully keep the register of progress of pupils and report to the Board the names of all pupils withdrawn from the school and the reasons for their withdrawal. He shall also keep the register of attendance of

\* In the following regulations, where the word "Principal" occurs, it must be held to include the Rector of the High School, the Lady Principal of the High School for Girls and the Principal of the Commercial and Technical High School, except where special provision is made to the contrary.

teachers. He must prepare his monthly report for the Board and send it to the Secretary-Superintendent not later than the first day of the month following, with the written explanations of absence required by the provisions of the 7th paragraph of Article XII. He must take an inventory of moveables in his school and send a copy of it to the office of the Inspector of Buildings. This inventory must be prepared annually in the month of June with the moveables actually in the school. He must take supervision of the school buildings and property and report from time to time upon their condition in sanitary and other respects.

4. The home work assigned to pupils must be carefully supervised by the Principal, so that it may not exceed in amount the provision of the limit tables or burden parents with what is properly the work of teachers.

## VII.—Supervisors.

1. Supervisors have charge, under the Secretary-Superintendent, of the methods of teaching the subjects assigned to them. For this purpose they shall have, when visiting classes, the same power of inspection and direction as the Secretary-Superintendent. Their visits shall be made, as far as possible, in conformity with pre-arranged time-tables; and in other cases, they shall notify Principals beforehand of intended visits, in order that the routine of the classes may suffer as little disturbance as possible. They shall report as occasion may require to the Principal and from time to time to the Secretary-Superintendent and annually in writing to the Board. They shall attend all meetings to which they are summoned by the Board or Secretary-Superintendent.

2. No Supervisors are employed in the senior divisions of the High School of Montreal and the High School for Girls.

## VIII.—Class and Supernumerary Teachers.

1. Class and Supernumerary Teachers are primarily responsible to the Principal for the discharge of the duties assigned to them under these regulations, and by the time-table of the school, and for the progress and good order of each scholar in their respective classes. They are, therefore, entitled to all reasonable liberty in the class methods to be employed. In case of difference of opinion, however, the instructions of the Principal are to be followed. They are expected to attend monthly meetings of the staff, to bear cheerfully their share of all extra duties, and to co-operate heartily with others for the success of the school.

2. Each teacher must carefully keep and make up monthly the register of attendance of his class, must notify the Principal of any infringement of the regulations respecting fees or attendance, and must not enter a new name without receiving from him a register number, nor drop a name without his concurrence.

## IX.—Special Teachers.

1. Such teachers as are employed for part time only in the three High Schools or as teachers of special subjects in the Public Schools, are designated Special Teachers. They bear all the responsibilities and exercise all the powers of Class Teachers while in charge of any class, but they are not required to keep a class register nor to perform any duties out of the hours of their attendance, except that they may be required, at the request of the Principal, to give one hour a week after school hours to weak or delinquent pupils, and to attend the monthly meetings of the staff. They must be provided by Principals with a list of the names of the pupils in each of their classes.

2. The Board, however, reserves to itself the right of requiring from Special Teachers, when employed full time, all the duties of Class Teachers, in some one, but not more than one of the schools in which they are employed.

## X.—Engagements.

1. No teacher is held to be engaged by the Board until the authorized form of engagement has been signed. The first year of service of all class and supernumerary teachers shall be regarded as a trial period, subject at the end of the ten months to renewal as such, or to permanent appointment.

2. Unless it be expressly stipulated in the engagement, no teacher is employed to teach any particular class in any particular school, as the Board reserves to itself the right to re-arrange the teaching staff of the various schools when and how it may deem best; and the Secretary-Superintendent is authorized annually to re-arrange the teaching staff of the Public Schools, and, at his discretion, to give teachers charge of boys and girls alternately.

3. The Board will not employ teachers who have not sufficient acquaintance with French, especially its pronunciation, to enable them to teach creditably so much of that language as may be demanded by the limit tables of their classes. All women teachers, when not disqualified, are expected to take their own classes in Tonic Sol-fa. Teachers not qualified to do this must suffer the reduction of salary provided for in the twelfth paragraph of Article XI.

4. Teachers may be required to attend any lectures or discussions that may be instituted by the Secretary-Superintendent for the improvement of methods of teaching.

## XI.—Salaries.

### PUBLIC SCHOOLS:—

1. Assistants in Kindergarten classes, without Kindergarten Assistants' Diplomas, shall receive \$350 per annum on engagement, with regular annual increase of \$25 up to \$475.

2. Assistants in Kindergarten classes, with Kindergarten Assistants' Diplomas, shall receive \$450 per annum on engagement, with annual increase of \$25 for the second and third years of service, and of \$50 thereafter up to \$650.

3. Women teachers of Kindergarten, First, Second and Third Year classes serving  $4\frac{1}{2}$  hours daily shall receive \$850 per annum on engagement, with annual increase of \$25 for the second and third years of service, and of \$50 thereafter up to \$1,050.
4. Women teachers while actually engaged in teaching First Year, First Half classes and serving  $4\frac{1}{2}$  hours daily, shall receive \$850 per annum on engagement, with regular annual increase of \$50 up to \$1,150.
5. Women teachers of Fourth Year classes serving five hours daily shall receive \$900 per annum on engagement, with annual increase of \$25 for the second and third years of service, and \$50 thereafter up to \$1,100.
6. Women teachers of Fifth and Sixth Year classes shall receive \$950 per annum on engagement, with annual increase of \$25 for the second and third years of service, and \$50 thereafter up to \$1,150.
7. Women teachers of Seventh Year classes shall receive \$1,050 per annum on engagement with annual increase of \$25 for the second and third years of service, and \$50 thereafter up to \$1,250.
8. Women teachers of Physical Training without Physical Training Diplomas shall receive in the Public Schools a salary at the rate of \$700 a year for five hours daily of actual teaching time, with regular annual increase of \$25 up to \$950.00.
9. Women teachers of Physical Training with Physical Training Diplomas and women teachers of Domestic Science with Domestic Science Diplomas shall receive in the Public Schools a salary at the rate of \$950 a year for five hours daily of actual teaching time, with annual increase of \$25 for the second and third years of service, and of \$50 thereafter up to \$1,250.
10. Teachers of Physical Training who are required to attend every morning and every afternoon shall be paid a salary of not less than \$600 a year.
11. Supervising Assistants to Principals shall receive \$1,100 on engagement, with regular annual increase of \$50 up to \$1,500.
12. Women teachers not qualified to take their own classes in Tonic Sol-fa shall be engaged at a rate of salary \$20.00 per annum below the above scale.
13. The salaries of Substitute Teachers are determined by the grade of work in which they are engaged, and the number of hours of service per day.
14. (a) Teachers who have not held appointments in the Board's Schools when engaged temporarily to fill the places of absentees shall receive \$2.25 per day of actual teaching in half-day classes (3 hours daily), \$3.50 in First, Second and Third Year classes ( $4\frac{1}{2}$  hours daily), \$4.00 in Fourth, Fifth and Sixth Year classes, and \$4.50 in Seventh Year classes.  
 (b) Teachers who have held appointments in the Board's Schools when engaged temporarily to fill the places of absentees, shall be paid at a daily rate equivalent to their retiring salaries.  
 (c) Teachers engaged temporarily shall be paid at a monthly rate of salary when they have charge of classes continuously for a month or more.

(d) The Superintendent has power to determine the rate of salary of teachers engaged temporarily in the High Schools.

15. The term of service for women teachers in the Public Schools shall be reckoned from the date of their engagement with the Board, and not from that of entry upon the particular grade of work.

16. Classes up to the end of Third Year shall consist of not more than 50, nor less than 25 pupils each; in Fourth Year they shall consist of not more than 45, nor less than 25; in Fifth, Sixth and Seventh Years they shall consist of not more than 40, nor less than 20 pupils. No class can be allowed to exceed or fall below these limits without the consent of the Superintendent. When a class exceeds the limit a proportionate allowance (one-fortieth or one-forty-fifth or one-fiftieth for each additional pupil) shall be added to the teacher's salary. When a class falls below the limit it shall be amalgamated with another class, if possible. If not, such other arrangements shall be made as may appear advisable in the circumstances. Salaries affected by this clause shall be adjusted at the end of each half-year upon the basis of the average monthly attendance during that period.

17. Male Assistants in the Public Schools shall receive \$1,000 per annum on engagement, with regular annual increase of \$50 up to \$1,400.

18. Male Principals in charge of schools containing classes of all grades and giving their entire time to the work of supervision shall receive from the time of engagement \$1,500 per annum, with annual increase of \$100 up to \$2,500 in schools with 14 classes or under, and to \$2,700 in schools with 15 classes or over, with bonus additions above scale, as follows, provided that no Principal receives under this arrangement a salary of more than \$3,000 in any school year:—

In schools containing from	900 to 1,100 pupils . . . .	\$100
" " "	1,100 to 1,300 " . . . .	200
" " "	1,300 to 1,500 " . . . .	300
" " "	1,500 pupils or more . . . .	400

These bonuses are adjusted and payable at the end of each half year.

19. Principals, male or female, in charge of schools not containing classes of all grades, shall receive \$100 for each class when they give their entire time to the work of supervision, up to \$1,400, which shall be the maximum salary, or if they perform the duties both of Principals and class teachers they shall receive \$50 for each class, in addition to the salary to which they may be entitled as class teachers up to \$1,400, which shall be the maximum salary.

*Male Teachers in the High and Commercial and Technical High Schools:—*

20. Assistant Masters in the High School of Montreal and the Commercial and Technical High School shall receive \$1,500 on engagement, with regular annual increase of \$100 to \$2,100 in Third Form, Eighth Year, \$2,300 in Fourth Form, Ninth Year, \$2,500 in Fifth Form, Tenth Year, and \$2,700 in Sixth Form, Eleventh Year, with an additional \$100 to Sixth Form salary for the First Assistant Masters.

*High School of Montreal:—*

21. Women teachers of First and Second Year classes shall receive \$900 per annum on engagement, with regular annual increase of \$25 for the second and third years of service, and of \$50 thereafter up to \$1,100.

22. Women teachers of Third and Fourth Year classes shall receive \$950 per annum on engagement, with regular annual increase of \$25 for the second and third years of service, and of \$50 thereafter up to \$1,150.

23. Women teachers of Fifth and Sixth Year (I Form) classes shall receive \$1,025 per annum on engagement, with annual increase of \$25 for the second and third years of service, and of \$50 thereafter up to \$1,225.

24. Women teachers of Seventh Year (II Form) classes shall receive \$1,125 per annum on engagement, with annual increase of \$25 for the second and third years of service, and of \$50 thereafter up to \$1,325.

*High School for Girls:—*

25. Women teachers of Kindergarten, First and Second Year classes shall receive \$875 per annum on engagement, with annual increase of \$25 for the second and third years of service, and of \$50 thereafter up to \$1,075.

26. Women teachers of Third and Fourth Year classes shall receive \$925 per annum on engagement, with annual increase of \$25 for the second and third years of service, and of \$50 thereafter up to \$1,125.

27. Women teachers of Fifth and Sixth Year (I Form) classes shall receive \$975 per annum on engagement, with annual increase of \$25 for the second and third years of service, and of \$50 thereafter up to \$1,175.

28. Women teachers of Seventh Year (II Form) classes shall receive \$1,050 per annum on engagement, with annual increase of \$25 for the second and third years of service, and of \$50 thereafter up to \$1,250.

29. Women teachers of classes from Third to Sixth Forms, inclusive, shall receive \$1,250 per annum on engagement, rising by increase of \$50 per annum to \$1,450 in Third Forms, \$1,500 in Fourth Forms, \$1,550 in Fifth Forms, and \$1,600 in Sixth Forms.

*Commercial and Technical High School: -*

30. Women teachers on the staff of the Commercial and Technical High School shall receive \$1,250 per annum on engagement, with regular annual increase of \$50 to \$1,450 in First Year, \$1,500 in Second Year, \$1,550 in Third Year, and \$1,600 in Fourth Year.

*Special:—*

31. Women teachers entering the Public Elementary Schools of the Board, with experience gained elsewhere, shall have such experience counted for increase in salary on the Board's scale, at the rate of two years for one, but not more than six years of such previous experience may be counted.

32. The above scale, however, does not prevent the Board from engaging skilful and experienced teachers at higher than the minimum or maximum rates, nor from augmenting salaries, year by year, as it may determine, nor from diminishing or withholding any or all augmentation in case of financial necessity.

33. Applications for special increase of salary must be presented in writing and filed with the Secretary-Superintendent during the month of March, and will be considered at the regular meeting of the Board in April each year. Such increases, when allowed, will take effect from the 1st September of the following year. Teachers who desire to urge their claims in this or any other relation otherwise than in writing, must apply in writing to the Secretary-Superintendent to be heard before the full Board, but must not interview individual Commissioners.

34. Salaries of teachers and others in the service of the Board are payable in twelfths on the last school day of each month, excepting the months of July and August. The instalment for July is payable on the last school day of June and that for August on the first school day in September.

35. Teachers are forbidden to transfer their salaries, except by special permission of the Chairman.

## XII.—Attendance of Teachers.

1. Each Principal and teacher must be in the school and in readiness to discharge any duty that may be required, fifteen minutes in the forenoon and ten minutes in the afternoon, before the time of opening of each session, and must remain until every member of his class has left the building.

2. Teachers must be in attendance in each school, in compliance with such regulations as may be made by the Principal for the opening and closing of playgrounds and school buildings.

3. This duty must be discharged in turn by all teachers, as directed by the Principal.

4. A roll of attendance of teachers must be kept by the Principal, in which every instance of lateness and absence shall be recorded, and from which the monthly report of attendance of teachers shall be made up. Permanent records of such absence and lateness shall be kept by the Secretary-Superintendent, to be submitted to the Board in relation to every proposed increase of salary.

The register of attendance of teachers must record the *time* of arrival of all teachers who reach school after 8.45 a.m. or 1.05 p.m. This *time record* must be included in the monthly reports of Principals to the Board.

5. Teachers absent from duty are not entitled to payment of salary. Nevertheless, as provided for in the three following sections, full salary may be paid during absence not exceeding ten school days in one year and half salary during a further period, not exceeding forty school days.

(a) Teachers absent on account of personal illness will suffer no deduction of salary, provided such absence does not exceed three days in a month or six days in a year. In case of longer absence, when duly certified by medical certificate, salary will be paid as provided for in the preceding clause until the limit has been reached, at the end of which time the Board will fill the situation. Should teachers, dropped through ill-health, desire on recovery renewed employment their claims will be considered by the Board.

(b) Teachers compelled to resign during the year on account of ill-health will receive the same consideration as those absent from sickness, as also will teachers, not themselves patients, who are compelled to absent themselves under the provisions of Article XXIV. respecting infection, provided they quit the infected premises immediately on discovery of the disease.

(c) The Secretary-Superintendent has power, at his discretion, to excuse the absence of teachers, without deduction of salary, for reasons other than personal illness, for a period not exceeding three days in a year, provided such absence does not have the effect of lengthening the holidays established by the Board; or five days in case of death in the family; but must not grant leave of absence in advance.

6. Teachers must forewarn the Principal of absence when it is foreseen, must explain it afterwards if unforeseen, and must send immediate notice if it is likely to be protracted beyond a single day. On representation of a Principal that the absence of a teacher is likely to be protracted the Secretary-Superintendent shall make all necessary arrangements for carrying on the work of the absentee. In case of the absence of a Principal, it shall be his duty to give the Secretary-Superintendent a week's notice of his intention to return, when an Acting Principal has been provided.

7. In order to receive the indulgence provided for in this Article, all absentees must send, with Principal's Preliminary Returns of Attendance of Teachers for the month, written explanation of absence, addressed to the Secretary-Superintendent. These explanations must have been presented to Principals to be countersigned by them in token of their approval, and any Principal withholding his signature must state to the Secretary-Superintendent his reason for doing so.

8. Except as provided above, three per cent. of one-twelfth of a teacher's annual salary will be deducted for each half-day of absence.

9. On the ground of ill-health established by a medical certificate, the Board will grant to any woman teacher who has been ten years or more in its service leave of absence without salary for one year with re-instatement at expiration of that time in her former position. The applicant must give the Board at least one month's notice of her intention to retire, and three months' notice of her intention to return to her position.

10. In order to enable teachers in its service to observe school work in other Canadian and American cities, the Board will annually grant leave of absence for short periods with full salary to a limited number of applicants. Teachers accepting this leave of absence must prepare and present to the Superintendent a written report upon the work observed.

### **XIII.—Attention to Duty.**

1. As the Board expects the undivided attention of Principals and teachers to their work, it forbids the transaction of private business on the school premises or during school hours, and prohibits the introduction of novels, knitting, sewing, fancy work, and games of chance or skill.

2. No Principal or teacher shall engage in teaching, except under the Board, before an hour and a half from the dismissal of school, nor enter upon the study of another profession without the sanction of the Board.

3. Visitors who desire to see members of the staff on school or other business must apply at the Principal's office.

### **XIV.—Limit Tables, Time Tables and Rules.**

1. The work proper to each year of the course is defined in the limit tables published annually in the School prospectuses.

2. The time table of each school shall be drawn up by the Principal, in consultation with the teachers, conforming as nearly as practicable to the limit tables of the Board. It must when drawn up be submitted to the Secretary-Superintendent for his approval. A similar course must be followed in respect to any rules which it may be thought desirable to enact in any school.

### **XV.—School Districts.**

1. The territory of the Board or the Protestant School Municipality of Montreal includes the entire City of Montreal, with the exception of Ahuntsic Ward.

2. Pupils are required to attend the school provided for the district in which they reside. No exception to this rule can be allowed, except on the written order of the Board or Secretary-Superintendent.

3. No school districts are assigned to the High School of Montreal, the High School for Girls, or the Commercial and Technical High School.

4. Districts of the Public Schools are bounded as follows:—

(a) **ABERDEEN SCHOOL DISTRICT.**—Bounded by a line starting at the corner of Duluth and Cadieux Streets and running down Cadieux to Ontario Street, along Ontario to Papineau Road, up Papineau Road to Parc Lafontaine, along Parc Lafontaine (North) to Parc Lafontaine (West), down Parc Lafontaine (West), to Duluth Avenue, along Duluth Avenue to the point of starting.

(b) ALEXANDRA SCHOOL DISTRICT.—Bounded on the north by Ontario Street, on the east by Amherst Street, on the south by city limits, and west by Cadieux Street.

(c) AMHERST SCHOOL DISTRICT.—Includes that portion of St. Denis Ward lying east of Fabre Street and between Bellechasse and Hanotau Streets. This School does not provide accommodation for pupils in classes above Third Year Grade.

(d) BANCROFT SCHOOL DISTRICT.—Bounded by Villeneuve Street on the north, St. Denis Street on the east, Marie Anne Street on the south, and the city limits on the west.

(e) BELMONT STREET SCHOOL DISTRICT.—Bounded by a line starting at the corner of Mountain and St. Catherine Streets and running down Mountain to St. James Street, along St. James to Bleury Street, up Bleury to St. Catherine and thence to point of starting.

(f) BERTHELET SCHOOL DISTRICT.—Bounded by a line starting at the corner of Mountain Street and Pine Avenue and running down Mountain Street to St. Catherine Street and along St. Catherine Street to St. Urbain Street, up St. Urbain to Sherbrooke, and along Sherbrooke to Park, up Park to Prince Arthur, along Prince Arthur to University, up University to Pine, and thence to point of starting.

(g) BORDEAUX SCHOOL DISTRICT.—Includes that portion of Bordeaux Ward lying north of Jacques Cartier Junction.

(h) BRITANNIA SCHOOL DISTRICT.—Bounded by Wellington Street, Bridge Street, the canal and the river.

(i) COTE DES NEIGES SCHOOL DISTRICT.—Includes that portion of the City known as Mount Royal and Notre Dame des Neiges West Wards.

(j) COTE ST. PAUL SCHOOL DISTRICT.—Includes that portion of the City formerly known as Cote St. Paul Ward.

(k) DELORIMIER SCHOOL DISTRICT.—Bounded by Petite Cote Road on the north, Iberville Street on the east, Rachel Street on the south and Papineau Avenue on the west.

(l) DUFFERIN SCHOOL DISTRICT.—Bounded by Cadieux Street on the east, by the river on the south, by McGill Street, Victoria Square, Craig and Bleury on the west, and on the north by a line running from Bleury Street along St. Catherine to St. Urbain Street, up St. Urbain to De Montigny and along De Montigny to Cadieux.

(m) DUKE OF CONNAUGHT SCHOOL DISTRICT.—Includes that portion of the City known as Emard Ward as it existed on the 1st of July, 1915. This School does not provide accommodation for pupils in classes below Third Year Grade.

(n) EARL GREY SCHOOL DISTRICT.—Includes that portion of Delorimier and St. Denis Wards lying between the C.P.R. tracks and Beaubien Street.

(o) **EDWARD VII. SCHOOL DISTRICT.** Includes that portion of Laurier Ward lying north of Bernard Avenue and that portion of Bordeaux Ward lying south of the Liesse Road.

(p) **FAIRMOUNT SCHOOL DISTRICT.**—Includes that portion of Laurier Ward lying between Villeneuve and St. Viateur Streets.

(q) **GREENSHIELDS AVENUE SCHOOL DISTRICT.** Includes that portion of Bordeaux Ward lying south of the Liesse Road. This school does not provide accommodation for pupils in classes above Third Year Grade.

(r) **HAMILTON STREET SCHOOL DISTRICT.**—Includes that portion of the City known as Emard Ward as it existed on the 1st of July, 1915. This School does not provide accommodation for pupils in classes above Third Year Grade.

(s) **JOHN JENKINS SCHOOL DISTRICT.**—Bounded by St. Jean de Dieu, the C.N.R. tracks, Mercier Avenue and the river.

(t) **LANSDOWNE SCHOOL DISTRICT.**—Bounded on the west and north by a line starting at the river and running up Amherst Street to Ontario Street, along Ontario Street to Papineau Road, up Papineau Road to Sherbrooke Street east, along Sherbrooke to Frontenac. On the east by Frontenac Street and on the south by the river.

(u) **LORNE SCHOOL DISTRICT.**—Bounded by the Canal on the north, by Charron and Island Streets on the east, by Wellington Street on the south and by the City limits on the west.

(v) **MACVICAR SCHOOL DISTRICT.**—Includes that portion of Hochelaga Ward lying north of Ontario Street and south of the Angus Shops. This School does not provide accommodation for pupils in classes above Third Year Grade.

(w) **MAISONNEUVE SCHOOL DISTRICT.** Includes that portion of the City known as Maisonneuve Ward.

(x) **MOUNT ROYAL SCHOOL DISTRICT.**—Bounded by a line starting at the corner of Park and Mount Royal Avenues, and running along Mount Royal Avenue to St. Denis Street, down St. Denis Street to Duluth Avenue, along Duluth to Cadieux, down Cadieux to Napoleon, along Napoleon to St. Lawrence Boulevard, down St. Lawrence to Cuthbert, along Cuthbert to St. Urbain, down St. Urbain to Pine Avenue, along Pine Avenue to Park Avenue, and thence to the point of starting.

(y) **PEACE CENTENNIAL SCHOOL DISTRICT.**—Includes that portion of Delorimier and St. Denis Wards lying north of St. Zotique Street, and that of Laurier Ward lying north of the line of St. Zotique Street and east of the C.P.R. tracks

(z) **PRINCE ALBERT SCHOOL DISTRICT.**—Includes that portion of St. Henri and Ste. Cunegonde Wards lying west of Vinet Street.

(aa) **RIVERSIDE SCHOOL DISTRICT.**—Includes two portions as follows:—  
1. That tract of land bounded by a line starting at the City limits and running along Wellington Street to Charron Street, down Charron Street to the Grand Trunk Railway, along the Railway to Sebastopol Street, and down Sebastopol Street to the river.

2. That triangular piece, the base of which is formed by Richmond Street, and the two sides by the canal and Wellington Street, respectively.

(bb) ROSEMOUNT SCHOOL DISTRICT.—Includes that portion of the City known as Hochelaga Ward lying north of the Angus Shops.

(cc) ROYAL ALBERT SCHOOL DISTRICT.—Includes that portion of Notre Dame de Grace Ward lying south of the C.P.R. tracks and east of the line of Oxford Avenue.

(dd) ROYAL ARTHUR SCHOOL DISTRICT.—Bounded by Vinet Street on the west, the canal on the south, Mountain and McCord Streets on the east, and St. Antoine Street on the north.

(ee) ROYAL GEORGE SCHOOL DISTRICT.—Includes that portion of Notre Dame de Grace Ward lying east of the centre of Oxford Avenue, and between Cote St. Luc Road on the north and the C.P.R. tracks on the south.

(ff) ROYAL VALE SCHOOL DISTRICT.—Includes that portion of Notre Dame de Grace Ward lying north of Queen Mary's Road.

(gg) SARAH MAXWELL MEMORIAL SCHOOL DISTRICT.—Bounded by Nolan Street on the north, Valois Street on the east, the river on the south, and Frontenac Street on the west.

(hh) STRATHEARN SCHOOL DISTRICT.—Bounded by a line starting at the corner of Pine Avenue and University Street and running along Pine Avenue to Cadieux, down Cadieux to Sherbrooke Street, along Sherbrooke Street to Park Avenue, up Park Avenue to Prince Arthur, along Prince Arthur to University and thence to point of starting.

(ii) TERMINAL PARK SCHOOL DISTRICT.—Includes that portion of Mercier Ward lying north of the Canadian Northern Quebec Railway, and west of St. Jean de Dieu.

(jj) TETREAULTVILLE SCHOOL DISTRICT.—Includes that portion of Mercier Ward lying east of St. Jean de Dieu.

(kk) VICTORIA SCHOOL DISTRICT.—Bounded by St. Antoine Street on the south, Mountain Street on the east, and the City limits on the north and west.

(ll) WILLIAM DAWSON SCHOOL DISTRICT.—Bounded on the north by the C.P.R. tracks, on the east by Papineau Avenue, on the south by Parc Lafontaine and Rachel Street and on the west by St. Denis and Sanguinet Streets.

(mm) WILLIAM LUNN SCHOOL DISTRICT.—Bounded by Mountain and McCord Streets on the west, the canal on the south, McGill Street and Victoria Square on the east, St. James Street on the north.

5. Children residing on boundary streets, except Charron which belongs to Riverside School, may attend either of the two schools whose districts are bounded by that part of the street in which they reside.

## NEUTRAL DISTRICTS.

6. The following districts are not assigned to any particular school. Children residing in these districts may attend one or other of several schools, but may be required to attend a particular one when the accommodation in the others is insufficient.

DISTRICT NO. 1. The district bounded by Ontario, Amherst, De Montigny and Cadieux Streets.

Children in this district may attend either Aberdeen or Alexandra School.

DISTRICT NO. 2. The district bounded by Cadieux, De Montigny, St. Urbain and Sherbrooke Streets.

Children residing in this district may attend either Dufferin, Alexandra or Berthelet School.

DISTRICT NO. 3. The district bounded by Island Street on the west, Richmond Street on the east, the canal on the north and the Grand Trunk Railway on the south.

Children residing in this district may attend either Lorne or Riverside School.

DISTRICT NO. 4. The district bounded by Rachel, Frontenac and Sherbrooke Streets and Papineau Avenue.

Children residing in this district may attend either Delorimier or Lansdowne School.

DISTRICT NO. 5. That portion of Laurier Ward between Bernard Avenue and St. Viateur Street.

Children residing in this district may attend either Edward VII. or Fairmount School.

DISTRICT NO. 6. The district bounded on the north by Cuthbert and Napoleon Streets, on the east by Cadieux Street, on the south by Pine Avenue, and on the west by St. Urbain Street.

Children living in this district may attend either Mount Royal or Strathearn School.

DISTRICT NO. 7 includes that portion of St. Denis and Laurier Wards lying between Beaubien and St. Zotique Streets, and east of the C. P. R. tracks.

Children residing in this district may attend either Earl Grey, Edward VII. or the Peace Centennial School.

DISTRICT NO. 8 includes that portion of Laurier Ward lying south of the line of Beaubien Street and east of the C. P. R. tracks.

Children living in this district may attend either Earl Grey or Edward VII. School.

DISTRICT NO. 9 includes the district bounded by Marie Anne Street on the north, St. Denis Street on the east, Rachel Street on the south, and the City limits on the west.

Children living in this district may attend either Bancroft or Mount Royal School.

**DISTRICT No. 10.** The district bounded by Rachel, Park LaFontaine West, Duluth Avenue and St. Denis Street.

Children living in this district may attend either Aberdeen, Mount Royal or William Dawson School.

**DISTRICT No. 11.** That portion of Notre Dame de Grace Ward, lying west of the centre of Oxford Avenue, and between Queen Mary's Road on the north and Cote St. Luc Road on the south.

Children living in this district may attend either Royal George or Royal Vale School.

### **XVI.—Who May be Admitted to Schools.**

1. Children of Protestant and Jewish parents,\* resident in the Protestant School Municipality of Montreal, of school age (5 to 16 years), of sound mind, in possession of their senses, properly vaccinated, free from infection, and not under suspension from another school, are admissible to any school in which there is suitable accommodation, provided that no child residing in one school district shall be admitted to the school of another district without a written order from the Secretary-Superintendent, addressed to the Principal of the school to which admission is sought, which order may be revoked at the close of any school month if the seat is required for a resident of the district.

2. Children of non-resident parents or of those not professing the Protestant or Jewish faith shall be admitted to or retained in the schools of the Board only when provision has been made for all applicants entitled to admission under the preceding clause.

3. Non-residents of the Protestant School Municipality of Montreal will be admitted from month to month and will be charged non-residential fees as provided under Article XIX.

### **XVII.—Reception of Pupils.**

1. Pupils who have not previously attended school are admitted in the months of September, October, February and March. All Principals are authorized at other times to refuse admission to those who cannot enter with advantage any one of the established classes.

2. It shall be the duty of the Principal before admitting a pupil:—

1st. To ascertain his residence, so that he may not be unwittingly admitted if residing out of the city or in some other school district.

2nd. To enquire as to his religious faith.

3rd. To secure the authorized statements as to his vaccination, and as to the absence of any infectious disease in the household from which he comes, signed by a parent or guardian.

4th. To enquire if he has previously attended any school under the control of the Board, and, if so, to ascertain and record what school and the standing and register number of the pupil in it.

\* In mixed marriages, it is held that the religious faith of the child is determined by that of the father, but on the written statement of the father, a Roman Catholic, that his child is being brought up as a Protestant, such child will be admitted upon the same terms as the child of a Protestant.

5th. To examine him in order to ascertain that a place can be found for him in a suitable class without exceeding the limit of attendance specified in paragraph 16 of Article XI.

3. When children apply for admission to any school where there is no room for their reception, the Principal must carefully examine the applicants and send to the Secretary-Superintendent a statement of their names in full, ages, addresses, religious faith, and attainments, so far as may be necessary to determine the grade of class to which they should be admitted. It shall then be the duty of the Secretary-Superintendent to endeavour to find suitable vacancies in other accessible schools.

4. Should the parent be unwilling to send the child to a school outside his district he may enter his name on the application list kept by the Principal, whose duty it shall be to notify such applicants in order of the date of their applications of vacancies as they occur.

5. All transfers given by the Board or Secretary-Superintendent shall be good only for the remainder of the school year then current, unless a statement to the contrary is given in writing at the time; and it shall be the duty of Principals, on the 1st of September following, to refer pupils thus admitted to the school situated in the district in which they reside, or submit their names to the Secretary-Superintendent for the purpose of having such transfers renewed.

6. Transfers made on account of discipline shall be subject to reconsideration annually, and the Secretary-Superintendent shall then determine on the course to be pursued in each such case. In the absence of any order to the contrary these transfers shall be considered permanent.

### XVIII.—Conditions of Continuance in School.

1. The continuance of a pupil in school is conditional upon the due payment of fees, being furnished with prescribed text-books, attention to studies, punctuality, respectful obedience to teachers, pleasant intercourse with school-fellows, personal cleanliness, freedom from infection, avoidance of injury to school premises and furniture, and abstinence from immorality in speech and action and from the use of tobacco. Pupils who are known to use tobacco are not permitted to attend school.

2. No pupil may bring to school or have in his possession matches, fire-arms or any explosives.

### XIX.—Fees.

#### PUBLIC SCHOOLS.

	PROTESTANT OR JEWISH RESIDENTS.	OTHERS.
Half-day Classes .....	No fees.	\$1.25 per month
Other Classes .....		2.50 "

1. In Public Schools all children, not belonging to families of Protestant or Jewish residents, pay fees, except that resident children becoming non-resident in the month of May, may continue in school during May and June without payment of fees, and without loss of Scholarship privileges.

## COMMERCIAL AND TECHNICAL HIGH SCHOOL.

	PROTESTANT OR JEWISH RESIDENTS.	OTHERS.
First Year.....	\$1.00 per month.	\$4.00 per month
Second, Third and Fourth Years....	2.00 "	5.00 "

## HIGH SCHOOLS (PRELIMINARY COURSE).

	PROTESTANT OR JEWISH RESIDENTS.	OTHERS.
Kindergarten, First and Second Years	\$5.00 per term.	See Reg. XX.
Third and Fourth Years.....	6.25 "	"
Fifth Year.....	7.50 "	"
Sixth Year (First Form).....	8.75 "	"
Seventh Year (Second Form).....	10.00 "	"

## HIGH SCHOOL COURSE.

	PROTESTANT OR JEWISH RESIDENTS.	OTHERS.
Third Form.....	\$11.25 per term.	See Reg. XX.
Fourth Form.....	12.50 "	"
Fifth Form.....	13.75 "	"
Sixth Form.....	15.00 "	"

2. When four or more children belonging to the same family are in attendance at the same time in the High Schools, the three most advanced only will be charged fees.

## XX.—Non-Residents.

1. The children of non-residents of the Protestant School Municipality of Montreal and of Roman Catholics, will be admitted to any classes in the High School of Montreal, and the High School for Girls, in which there may be vacant places, upon the following terms and conditions:—

(a) That no distinction be made between the children of a non-resident tax-payer and those of a non-resident non-taxpayer, as regards admission, retention or rates of fees.

(b) That no new class be formed or existing class divided so long as places can be found for all resident applicants by the dismissal of other pupils.

(c) That no application for the admission of a non-resident pupil be considered after the limit of attendance has been reached, or when in the judgment of the Head of the School it appears probable that the place will shortly be required for a resident.

d) That should applications from Protestant or Jewish residents be received for admission in a class already full, places shall be provided if possible by the dismissal of a sufficient number of (1) Roman Catholic, or (2) non-resident pupils.

e) That in each of the cases above stated, pupils be dismissed in inverse order of the dates of their entering the school.

f) That the children of all non-residents and Roman Catholics be charged the residential rate of fee subject to an addition for the first term after their entry in each year of the sum of two dollars and a half in the Junior (Kindergarten to II. Form inclusive) and five dollars in the upper grades.

g) That non-residents and Roman Catholics be allowed the benefit of that provision of this Regulation reading as follows:—When four or more children belonging to the same family are in attendance at the same time in the High Schools the three most advanced only will be charged fees.

2. No pupil can be permitted to remain in school more than five days without the payment of the monthly fee, or eight days without payment of the quarterly fee. Principals must report in writing to the Board in regard to any departure from the requirements of this paragraph.

3. In the Public Schools and Commercial and Technical High School Principals are required to pay into the hands of the Treasurer at his office, not later than the eighth school day of each month, the school fees for that month. Any balance of fees collected after the eighth school day must be paid not later than the day preceding the last banking day of the month.

## XXI.—Exemptions.

Children of persons engaged by the Board under written agreement shall be exempt from payment of fees in the High and Public Schools during the period of such engagement and until the end of the term or month following its termination. This exemption shall not apply to the children of persons employed by the Board in a temporary capacity.

## XXII.—Text-Books.

1. Every pupil is required to procure all such text-books and other school requisites as are enumerated in the limit table of the class to which he or she belongs, and none other.

2. In case of deserving indigence the Secretary-Superintendent may provide and lend, with due precaution for their proper preservation, text-books and other school requisites, preserving a record of each case.

### XXIII.—School Hours.

1. The school hours for each class in all the schools are defined in the limit tables, and are binding alike on teachers and pupils.

2. The opening or closing of the playgrounds and school buildings shall be determined by the Principal of the school, subject to the approval of the Secretary-Superintendent, and pupils shall not have admission to them at any other times. Arrangements must be so made that teachers shall be in attendance—one in the building and one in each of the playgrounds—during intervals of school work and at such other times as they are open by order of the Principal.

3. Each class-room shall be assigned by the Principal to the particular charge of a teacher, whose duty it shall be to enquire promptly into the cause of all damage, when any such occurs, and to report the same to the Principal. Damage due to rough or improper conduct must be repaired at the expense of the pupils in fault. A teacher failing to make prompt enquiry and report becomes responsible for damage done. Teachers left in supervision of a building will, in like manner, be held responsible for damage outside the class-rooms.

4. School doors shall be closed at ten minutes past the time of opening of each session, after which no children shall be admitted to any class without the permission of the Principal, except when in cold or wet weather, the health of the children would be endangered by their being compelled to return home.

### XXIV.—Infection.

1. Children suffering from loathsome or infectious disease, or living in houses or tenements where infectious disease prevails, must be kept at home by their parents, and provided the fees be paid and the Principal be informed within five school days of the reason of their absence, their places in the school will be kept for them.

2. Infectious diseases are: chicken-pox, diphtheria, diphtheritic croup, whooping-cough, measles, German measles, mumps, ring-worm, scabies, pediculosis, scarlet fever (scarlatina), small-pox, influenza, erysipelas, typhus, cholera, cerebro-spinal meningitis, infantile paralysis and tuberculosis.

3. In all cases where children are detained from school, or sent home under the provisions of this Regulation, the Principal of the school must notify the Health Department of the city of the fact. A certificate signed by that Department will then be accepted when a medical attendant has not been called in.

4. The forms of certificate prescribed by the Board are kept in all schools for distribution to parents.

5. In minor cases, such as German measles, mumps, ring-worm, chicken-pox, a medical certificate is not insisted upon. The attendance or return of a pupil may be determined by the Principal of the School, after questioning the parents.

6. Principals shall exact from time to time from the parents or guardians of their pupils a declaration that no small-pox, diphtheria, scarlet fever, ring-worm, measles, whooping-cough or any other contagious or infectious disease exists in the house where such pupils reside, and such declaration shall be kept for the inspection of the Health Officer and Secretary-Superintendent. The Principal may require these declarations to be countersigned by a physician. Forms of declaration, prescribed by the Board, must be kept in all schools for distribution to parents.

7. During the prevalence of contagious disease, the Provincial Board of Health enacts that the school authorities, in order to protect the children entrusted to their care, must faithfully obey (and cause to be obeyed) the following regulations:—

(a) "Any time that the school master has reason to believe that small-pox, Asiatic cholera, typhus, diphtheria, diphtheritic croup, scarlet fever or measles exists in the abode of any of his pupils he shall refuse such pupil admission into his school as long as he has not been shown a certificate signed by a physician attesting that such disease does not exist in the said abode. Every infraction of this rule is punishable by a fine of twenty dollars."

(b) "When a Municipal Council is aware that small-pox, Asiatic cholera, typhus, diphtheria, diphtheritic croup, scarlet fever or measles exists in a house, such Municipal Council shall give notice thereof to the person in charge of each school attended by those inhabiting such house; and the persons in charge of such school shall not admit those who dwell in such house until they have presented a certificate from the Municipal Council or its Board of Health, or from the family physician certifying that all danger of infection has disappeared, and that as regards small-pox, Asiatic cholera, typhus, diphtheria, diphtheritic croup and scarlet fever, disinfection has been carried out according to the present regulations."

(c) "When a school master has been informed, directly or indirectly, that whooping-cough exists in the house of one of his pupils he shall not allow such pupil to enter the school until he is furnished with a certificate from the family physician stating that this disease does not exist in the house, or that it is over and that all danger of infection has disappeared."

8. If parents send a child to school from *any* infected house, or in any other way contravene the regulations of the Provincial or local Boards of Health respecting infection, the case will be reported to the proper authorities, in order that the law may take its course.

9. Whenever a Principal has reason to suppose that the law has been violated, he shall make full enquiry, and should the facts of the case indicate either wilful disobedience of the law or gross carelessness on the part of a parent, he shall submit to the Secretary-Superintendent, in writing, a statement of the evidence. It shall then be the duty of the Secretary-Superintendent to refer the case for action to the local Board of Health if, in his opinion, sufficient evidence is forthcoming.

10. For fuller information and advice respecting infectious and contagious diseases in relation to the Schools, Principals are referred to the pamphlet on the subject, prepared by Mr. S. H. Parsons for use of parents and teachers.

## Par. 11.

**Table Showing Length of Periods of Incubation and Infection  
in Disease.**

AS FURNISHED BY THE PROVINCIAL BOARD OF HEALTH.

NAME OF DISEASE.	LENGTH OF INCUBATION PERIOD.	USUAL LENGTH OF SAME.	LENGTH OF PERIOD OF INFECTION.
Typhus.....	1 to 21 days	9 days	3 to 4 weeks.
Typhoid.....	1 to 28 days	15 days	4 to 8 weeks, until diarrhœa ceases.
Cholera.....	Hours to 10 days	Under 72 hours	Throughout attack; greatest during height of disease.
Scarlatina.....	Hours to 7 days	2 days	8 weeks; end of desquamation.
Measles.....	7 to 14 days	12 days	3 to 4 weeks; end of desquamation.
Smallpox.....	5 to 14 days	12 days	3 to 6 weeks; until every scab has fallen off.
Chicken-pox....	4 to 18 days	10 days	4 weeks; until every scab has fallen off.
Diphtheria....	2 to 12 days	5 days	3 to 8 weeks; until all discharges have ceased.
Influenza.....	2 to 7 days	.....	14 to 21 days.
Whooping-cough.....	7 to 21 days	14 days	6 weeks or longer.
Mumps.....	4 to 24 days	18 days	3 to 4 weeks.
Erysipelas....	1 to 8 days	4 days	Until end of desquamation.
Cerebro-Spinal Meningitis.	25 days	.....	40 days.
Infantile Paralysis..	25 days	.....	30 days.

## XXV.—School Studies.

1. The limit table for each class states the time to be devoted to each subject and the progress which the class is expected to make in one half-year or year. The Board does not minutely direct the manner of giving instruction, preferring that teachers, aided by the advice of the Superintendent and of the Principal, should exercise their talents and skill with as little interference as possible. It, however, reminds the teachers that class-work is not mere recitation, but is also, and to a great extent, study under the eye and with the aid of the teacher, and forbids the giving of any homework to junior classes that has not been carefully explained beforehand.
2. Every statement made to the class by a teacher must be so made as to arrest the attention and to convey a distinct and correct conception to the understanding. The memory must be trained to remember facts accurately, and to recall expressions of sufficient importance, whether for their concise truth or for their beauty, with verbal exactness and with promptitude. So much only as can be thoroughly done should be attempted.
3. Teachers must carefully prepare the day's work beforehand. Exercises must be written on the blackboard and all appliances placed in readiness before the opening of each session. The general work of preparation and the correction of exercises should occupy at least an hour daily.
4. Fuller directions respecting certain work may be found in the Manual issued for the use of teachers.

## XXVI.—Discipline.

1. Discipline in the schools is founded on instruction in duty, and is maintained by appeals to reason and right moral feeling, aided by rewards to the diligent and obedient, the reproof and punishment of those neglectfully and wilfully wrong, and the expulsion of the incorrigible. In all classes children must be taught deportment, viz.: to exhibit a pleasant manner; to sit, to stand, to walk with ease; to salute teachers and visitors; to ask, to reply, to receive, to give politely; to shun improprieties of speech, action and gesture; to cultivate cleanly habits and neatness of person.
2. It is expected that no pupil will be punished for a fault committed in ignorance, nor for a fault not distinctly brought home to him. Teachers are therefore required to be careful that the children understand their duties. Care must be taken that school regulations be not too minute nor school duties unnecessarily multiplied or onerous.
3. Habits of diligence and good conduct must be fostered by reward. One of the best rewards is private or public commendation from a judicious teacher. Prizes are provided for the diligent and successful, in accordance with Article XXXIII. of these Regulations.
4. If rewards, admonition, and reproof fail to secure good conduct and diligence on the part of the child, punishment must be resorted to.

5. In resorting to punishment teachers must take care to ascertain that the punishment is merited and to select that form which is best suited to the offence. To secure this end, the Board recommends that teachers, while taking note of misconduct during a lesson, shall not punish until its close.

## XXVII.—Punishments.

Permitted methods of punishment are:—

1. Setting a pupil to stand on the floor of the classroom. This punishment must not be prolonged beyond the continuance of one lesson.

2. Keeping him after school in the afternoon. This must in no case be for longer than one-half hour a day. Pupils must not be detained for study or as a punishment at the noon intermission or at a recess period.

3. Reporting him to the Principal of the school.

(a) No pupil shall be sent to report himself verbally, but reports must be made by the teacher in person or in writing.

(b) Pupils should be reported by teachers to the Principal only in cases of a grave character.

(c) When a pupil is reported the Principal must, before inflicting punishment for the offence, see that he has received a correct report.

4. Deprivation of credit marks. This punishment must not be used capriciously.

5. Corporal punishment, except in the case of girls. This form of punishment must not be inflicted on a boy in the presence of another pupil nor by a teacher on any pupil until the Principal has been consulted in regard to the case and his approval obtained.

(a) Corporal punishment must be applied only on the palms of the hands with the strap supplied by the Board after the boy has been made aware that such punishment is about to be inflicted. If a boy refuse to submit he must be sent to the Principal.

(b) All other methods of corporal punishment, such as shaking, pulling the ear, slapping with the hand, striking with the pointer or without warning, are strictly forbidden, and teachers must not use sarcastic or discourteous language to any pupil.

(c) The giving of one or more strokes for the same offence to the same pupil at the same time constitutes a case of corporal punishment.

(d) If the same pupil be whipped more than once during any month, each whipping must be recorded as a separate case of corporal punishment.

(e) If more than one pupil be whipped for the same offence at the same time, each whipping must be recorded specifically as a case of corporal punishment.

(f) The strap shall be kept in the Principal's room, sent for as required, and immediately returned.

(g) The pupil to be punished shall not be sent for the strap.

(h) A book, provided by the Board for the purpose, must be kept for recording cases of punishment in each school. This book shall be kept in the Principal's office and sent with the strap when a whipping is to be inflicted. All punishments must be recorded in it at the time in accordance with the form there prescribed. It shall be the duty of the Principal of the school to countersign each record after the book has been returned and to include in his monthly return to the Board a statement of the number of corporal punishments administered in each class.

(i) Corporal punishment shall not be inflicted upon any pupil who refuses to submit to it. The insubordinate pupil shall be sent home by the Principal, either at once or at the close of the session, with a written statement of his offence and of the penalty to be inflicted, of the fact of the pupil's refusal to submit and of his subsequent exclusion from the school until he is willing to submit.

(j) Notwithstanding the provisions of the preceding clause, the Principal is empowered at his discretion to chastise the boy so refusing, temperately on the body, provided that the consent of one of the parents or guardians has been previously obtained in writing.

(k) No record of "*sending home*" shall be entered in the Principal's punishment book.

(l) In cases where the offence of the pupil has been peculiarly grave, or his conduct in refusing punishment has been insolent or impertinent (and only in such cases), the Principal instead of sending the pupil home may resort at once to suspension under clause (6).

#### 6. Suspension.

(a) If any pupil in the Commercial and Technical High School or any Public School is late or absent at more than ten sessions of the school during the month without satisfactory explanation by a parent or guardian, or leaves the school premises during any school session without permission of the teacher in charge, the Principal may, at his discretion, declare the seat forfeited, and must notify the parents to that effect. He must then send a statement of the case to the Secretary-Superintendent, who is empowered to re-admit the pupil upon the application of his parents or guardians.

(b) When the ordinary\* discipline fails to secure becoming conduct in a pupil the Principal may suspend him from the school for a period not exceeding five school days, sending by the delinquent a written statement addressed to one of his parents or guardians informing him of the length of time for which the pupil is suspended and the reasons of suspension.

(c) If the suspension be for refusal to do some definite act that may rightfully be demanded,† it may be extended until the offender return and do that which he had refused to do; but a statement, as provided for in the foregoing paragraph, must be sent to a parent or guardian.

\* The term *ordinary discipline* must be held to include all methods of discipline heretofore enumerated.

† Held that an apology is an act which may be rightfully demanded.

(d) If a suspended pupil remain away from school more than five school days from the date of suspension a report of the case must be sent to the Secretary-Superintendent, who shall then take measures to prevent his admission to any other school.

7. All cases of corporal punishment by the Principal as such and of suspension, must be fully and permanently recorded in the books provided for that purpose, and open to the inspection of any member of the Board, and of the Secretary-Superintendent. Punishment inflicted by the Principal, when taking temporarily the place of a teacher, will be noted in the corporal punishment book of the school only.

### XXVIII.—Expulsion.

1. When it becomes obvious that the conduct of a pupil is such as to endanger the authority of competent teachers or the morals of his companions, and the modes of discipline detailed above fail to secure amendment, the case must be reported to the Secretary-Superintendent, who shall appoint a time to meet the pupil, his parents or guardians, and the teacher concerned at the school, and shall send to each party a notification specifying the time, place and the object of the meeting. If neither the pupil nor his parents nor his guardians attend, he shall be considered withdrawn and forbidden admission into any school. If he or they attend the matter shall be carefully investigated, all parties having a dispassionate hearing and, according to the merits of the case, the Secretary-Superintendent may warn the delinquent and his parents or guardians by note, if the latter be absent, of the danger of expulsion; may suspend him for a time not exceeding a month, may remove him to another school, or may submit the matter to the Board, with which alone remains the power to suspend indefinitely or to expel. If the Secretary-Superintendent remove the delinquent to another school he must make provision for his reception there.

### XXIX.—Complaints and Appeals.

1. All persons (teachers or parents) having grievances must seek redress first of the Principal of the school, but shall have the right to carry the case afterwards to the Secretary-Superintendent and ultimately to the Board. The Secretary-Superintendent, when a case is submitted to him, shall make full enquiry, and endeavour to adjust the difficulties. If he fail to do this the complainant may then appeal to the Board.

2. In case of such appeal, written statements from both parties, as well as the Secretary-Superintendent's report of the evidence taken by him, shall be submitted.

### XXX.—Examinations and Tests.

1. Public oral examinations will be held from time to time as the Board may direct.

2. In the High and Commercial and Technical High Schools written examinations shall be held annually. At their close, and in accordance with their results, prizes shall be awarded, promotions made and classes rearranged.

3. In the Public Schools written examinations shall be held at the end of the course. At their close, and in accordance with their results, medals and scholarships shall be awarded and promotions made to the High and Commercial and Technical High Schools.

4. In the classes of the Public Schools, from Third to Sixth Year inclusive, written tests shall be given semi-annually or oftener, and classes rearranged in accordance with their results.

5. A schedule giving the day on which each examination or test shall be held will be sent to the Principals sufficiently early to afford time for preparation and arrangement.

6. For all such examinations the Board will furnish the questions and will determine the manner in which the marks assigned to the subjects shall be given.

7. The scale of values assigned to the subjects is given on the examination sheets and records of tests provided under Article XXXI.

8. The questions shall be distributed to the schools in closed parcels, each bearing on the outside the name of the paper contained within and the number of copies. No parcel shall be opened until the hour at which the examination is to be held.

9. As far as possible, all pupils taking the same paper must be examined simultaneously in the school, but when the accommodation is insufficient for this, especial care must be taken that the children first examined shall have no communication with those still to be examined. No two children taking the same paper shall sit at the same desk.

10. The children about to be examined being assembled, the teacher must furnish each with pen, ink, blotting paper, a known and sufficient quantity of blank paper, which must all be returned untorn, and, after silence is enforced, one question paper only.

11. Each child must write his name, in its proper place. Then having marked the time and giving no explanation of the questions the teacher must direct the children to begin work; must see that no use is made of any slate, book, pencil, other paper than that furnished or of any extraneous aid, must arrest all work at the end of the assigned time and collect the answers. Any pupil detected in contravening this regulation shall forfeit all marks assigned to the paper upon which he is engaged.

12. In giving out dictation the teacher should read once before writing begins and before the time is marked, and should then read at his discretion, while the pupil writes, giving the punctuation, unless otherwise directed, and, if he chooses, the meaning of detached words.

13. All answers shall be read, valued and signed in accordance, first with any instructions that may be issued by the Board; secondly with instructions issued by the Principal. The precise method of distributing the marks assigned

For each question and paper shall be determined by the Principal, in consultation with the teachers interested, before the answers of the pupils are marked. All doubtful points arising during the process of marking shall be referred to the Principal, whose decision must be followed; and in schools where two or more classes taught by different teachers take the same paper, the answers shall be valued by the teachers concerned in consultation with one another. All answers must be filed in an orderly manner in the school, must be preserved for one year, and shall be open to the inspection and subject to the call of the Board or Superintendent.

### XXXI.—Reporting Results.

An examination or test sheet must be filled up for each class finishing the work of a grade and sent without delay to the Secretary-Superintendent, a copy of it being retained in the school. It must give the month and year of the examinations, the name of the school, the grade of the class, name of the teacher of the class, the name of the teacher of each subject, the name, age, marks and prizes of each pupil and the class to which it is proposed to promote him.

### XXXII.—Promotions.

1. On the reception of the examination and test sheets the Secretary-Superintendent shall consider the proposed classification of pupils. If he be satisfied, the promotions shall then be made.

2. In cases where the desirability of promoting a pupil is doubtful because such a pupil in the written examinations has acquitted himself either better or worse than could have been expected, it shall be in the power of the Secretary-Superintendent to take into consideration in determining the pupil's fitness for promotion the results of all tests recorded during the year and the teacher's impressions as well as marks recorded on the sheet.

3. When a pupil has satisfactorily completed the course of any school or class he shall be removed to a higher. No deviations from this rule will be permitted unless expressly sanctioned by the Secretary-Superintendent.

### XXXIII. Prizes.

1. The following medals will be awarded as prizes for First General Proficiency —

(a) The Murray Silver Medal, founded by the bequest of the late William Murray, is the First General Proficiency prize in the Sixth Form of the High School of Montreal and of the division in which it is won.

(b) The Murray Bronze Medals are the First General Proficiency prizes in the Classical, Science and English divisions of the Fifth Form and in the Second Form of the High School of Montreal.

(c) The Commissioners' Silver Medals are the First General Proficiency prizes in the Classical and Modern divisions of the Sixth Form of the High School for Girls.

(d) The Commissioners' Bronze Medals are the First General Proficiency prizes in the two divisions of the Fifth Form and of the Second Form of the High School for Girls.

(e) The John Frothingham silver medal is provided as First General Proficiency Prize in the Seventh Year Class of Dufferin School from a bequest of the late John Frothingham, Esq., to the British Canadian School.

(f) Commissioners' silver medals (one in each section) are the First General Proficiency prizes in the Fourth Year of the Commercial and Technical High School, and Commissioners' bronze medals (one in each section) are the First General Proficiency prizes in the First, Second and Third Years of the Commercial and Technical High School.

(g) Commissioners' bronze medals (one for boys and one for girls) are the First General Proficiency prizes in the Seventh Year Classes of the Public Schools.

2. The Elliott medal for physical exercises is competed for annually, and is held by the class in the High School of Montreal which shows best at the yearly inspection.

3. The Couture Singing Prizes, a First and Second in money, will be open for competition to pupils of the Senior Division of the High School for Girls who, having taken at least three years of the course of Music in this school, take not less than 80% of the marks obtainable in Theory and Vocal Music, and gain promotion on marks.

4. The George Murray Bronze Medal and Prize in books will be awarded as a First Prize to the boy or girl of the Sixth Form of the High School of Montreal or of the High School for Girls who takes the highest marks in the subject of Latin in the final examination.

5. The Edward A. Oliver Prize in money will be awarded annually by the Board to a graduate of the High School of Montreal continuing his education at McGill University. This prize is not competitive.

6. The R. Squire Hall French Prizes, a First and Second in money, will be open for competition to the English-speaking pupils of the Sixth Form of the High School of Montreal, and will be awarded to the two pupils who take the highest marks in the subject of French in the final examinations of the grade, provided they take not less than seventy-five per cent. of the aggregate marks obtainable in these examinations.

7. In order to be eligible in the competition for First General Proficiency Prizes, pupils in the High and Public Schools of the Board must not have remained in the classes of their grades more than ten school months.

8. In the Seventh Year, Second Half classes of the Public Elementary Schools, pupils who, during the five months in which the final examinations are held, have not been suspended, punished corporally by the Principal, nor taken less than ninety per cent. of the marks attainable in conduct, and who have taken the Sixth and Seventh Years of the school course without interruption and are less than

sixteen years of age (have not completed their sixteenth year) on the first day of the month in which the final examinations are held, may compete for First General Proficiency Prizes, provided they have taken seventy-five per cent. of the total marks attainable in examinations and in the subject of English, and not less than sixty-eight per cent. of such marks in each and every other subject. Music and Manual Training are not subjects of the final examination.

9. In recognition of their standing in General Proficiency and in the various subjects of study, Honour Cards are awarded in June to pupils of the High and Public Schools on the results of the Board's written tests and examinations.

10. In the Public Elementary Schools, Honour Cards are awarded to pupils on the combined results of the Board's tests (and examinations in VII-1) for the ten months of the school year (September to June) as indicated below.

(a) In Seventh Year, Second Half Classes, Honour Cards are awarded on the results of the Final Examinations combined with the results of the Examinations in Scripture, Hygiene, Geography and Canadian History of the previous half-year (as taken in Seventh Year, First Half).

11. The conditions of award are as follows: -

(a) Only pupils who gain promotion on marks are eligible for First Places and Honourable Mentions. Pupils who do not gain promotion on marks or who are promoted on account of age, or for having been two years in a class, or for some other special consideration, are not eligible.

(b) Pupils more than ten months in the grade may not take First Places (except in Punctuality and Conduct), but may take Honourable Mentions.

(c) No card will be given for Punctuality and Conduct alone, but perfect attendance and perfect conduct will be mentioned in addition to other honours.

(d) The minimum standard for First Places in General Proficiency in the Junior Division of the High Schools and in the Public Elementary Schools is eighty-five per cent. of the total marks attainable with not less than sixty-eight per cent. in any subject. In Seventh Year, Second Half, the minimum standard is as indicated in par. 8 of this article.

In order to receive the distinction of a First Place in a subject, a pupil must have taken ninety per cent. of the marks in the subject.

(e) In the Junior Division of the High Schools and in the Public Elementary Schools, Honourable Mentions may be assigned to a number not exceeding one-fifth of the number examined in any class, in General Proficiency according to the above standard, and in Subjects to those taking eighty-five per cent. of the marks. In the Junior Division of the High Schools, Honourable Mentions may be given in General Proficiency to all those who reach the required standard.

(f) In the Senior Division of the High Schools of the Board, the minimum standards for First Places and Honourable Mentions in General Proficiency and Subjects are:—For General Proficiency in the Eighth and Ninth Years, eighty per cent. of the aggregate marks with not less than sixty-eight per cent. in any subject, and in Subjects eighty-five per cent.; in the Tenth Year, seventy-five

per cent. with not less than sixty-eight per cent. in any subject for General Proficiency and in Subjects, eighty-five per cent. and in the Eleventh Year, sixty-eight per cent. with not less than forty per cent. in any subject for General Proficiency and in Subjects, sixty-eight per cent.

#### XXXIV.—Commissioners' Scholarships.

1. The Board will award during each year a number of Commissioners' Scholarships, about sixty (60) in all.

2. In awarding scholarships to the candidates entitled to compete the following principles will be observed:

(a) Scholarships will be offered for competition in the Seventh Year Classes of the Public Schools graduating in January or June in the proportion of one scholarship to every ten pupils taking the final written examinations. In mixed classes, two scholarships will be awarded, one to the first boy and the other to the first girl entitled to compete.

(b) The scholarships thus assigned to each school will be awarded in order of merit.

(c) Only children admissible to school under the provisions of the first paragraph of Article XVI. are entitled to compete for these scholarships.

(d) Pupils of the Seventh Year Grade of the Public Elementary Schools, who have taken the Sixth and Seventh Years of the school course without interruption and are not less than twelve nor more than sixteen years of age (have not completed their sixteenth year, on the first day of the month in which the final written examinations are held, and who, during the last five months of their school course have not been suspended, punished corporally by the Principal, nor taken less than ninety per cent. of the marks attainable in conduct, may compete for Commissioners' Scholarships, provided they have not less than seventy-five per cent. of the total marks attainable in the final examinations, and in the subject of English, and not less than sixty-eight per cent. of such marks in each and every other subject. Music and Manual Training are not subjects of these final examinations.

The Commissioners will consider special cases only at the close of the half-year in January and June, when the Secretary-Superintendent is instructed to report in full respecting the claims of candidates.

3. The Commissioners' Scholarships are tenable either in the Classical or Science Forms of the High Schools or in the Commercial and Technical High School but can be retained only from year to year, and for their retention the holders of them must give satisfactory evidence of continued good conduct and application.

4. A scholarship is forfeited if the holder thereof, except in case of illness, fails to gain promotion to the next higher grade at the end of any year.

5. The Board will not fill any vacancy in the number of Commissioners' scholarships occasioned by the withdrawal of a pupil before the completion of his course.

6. The Rector of the High School, the Lady Principal of the High School for Girls, and the Principal of the Commercial and Technical High School, on receiving Commissioners' Scholars, are authorized to demand from parents some reasonable assurance that their children will complete the school course, and they shall report annually to the Board at its September meeting upon the progress of those enjoying this benefit.

### **XXXV.—Government Scholarships.**

Thirty free tuitions in the High School of Montreal are awarded by the Lieutenant-Governor-in-Council upon the recommendation of the Board. These scholarships are not competitive, and candidates in order to be eligible for appointment must give satisfactory proof of good character and that they are qualified to enter at least the Third Form. These scholarships are tenable from year to year, and their tenure is conditional upon good conduct and satisfactory progress. Nominations are made annually at the September meeting of the Board, and it shall be the duty of the Rector of the High School to report in writing to that meeting upon the conduct and progress of pupils enjoying this benefit, as well as upon the qualifications of new applicants. Applications must be sent in writing to the Secretary of the Board not later than the first week in September.

### **XXXVI.—Reports to Parents.**

Monthly reports of attendance, and reports of the results of written examinations and tests shall be sent to the parents or guardians of all pupils. In addition to these, reports of progress and standing shall be sent to parents at least three times a year. All forms of report shall be approved by the Board.

### **XXXVII.—Meetings of Teachers.**

At least one meeting of teachers shall be held in each School during the year, at the call of the Secretary-Superintendent, at such time out of school hours as may appear to him convenient for the teachers. At it, one of the Commissioners, the Secretary-Superintendent or the Principal of the School shall preside, and all teachers are expected to attend. All matters affecting the interest of the school may be discussed, and all proposed regulations and time-tables shall be submitted previous to receiving the sanction of the Superintendent.

### **XXXVIII.—Conference of Teachers.**

1. Conferences of teachers shall be held in the High School at half-past three o'clock in the afternoon from time to time as occasion arises. Such conferences shall be called (a) by the Board, (b) by the Secretary-Superintendent, (c) at the request of six teachers given in writing to the Secretary-Superintendent. A week's notice of meeting shall be given, except in cases of emergency, and a statement of the special business to be brought forward shall be embodied in the notice of meeting. All teachers are expected to attend.

2. The following order of proceedings shall be observed:—

(a) The Chair to be taken by the Chairman or any other member of the Board. Should no Commissioner be present, it shall be taken by the Secretary-Superintendent, or, in his absence, by the senior Principal present.

(b) Prayer.

(c) Minutes of preceding conference.

(d) Special business for which the conference has been called.

(e) Communications from the Board and from the Secretary-Superintendent.

(f) Questions and replies.

(g) Other business.

### XXXIX.—Holidays.

Holidays shall be as follows:—

1st. Every Saturday.

2nd. Good Friday.

3rd. Victoria day, 24th May.

4th. King's Birthday, June 3rd.

5th. 24th December to January 2nd inclusive.

6th. Such days as may be proclaimed by authority.\*

7th. The Superintendent is directed to make such arrangements as may be necessary to allow any teacher two days annually to visit other schools under the control of the Board, or to attend the convention of the Provincial Association of Protestant Teachers of Quebec.

The schools will close for about ten calendar days at Christmas and two months in the summer, as may be determined each year by the Board.

Any other holidays may be given by the Board or by its Chairman only.

### XL.—Supplies and Repairs.

Such school supplies as are used in connection with the Course of Study will, when sanctioned by the Superintendent, be provided by him upon receipt of a requisition from the Principal. Supplies for Caretakers and small repairs will be provided in the same way by the Inspector of Buildings, so that no expense on behalf of the schools may be incurred by Principals or Caretakers without the written order of one of these officers.

It will then be the duty of each Principal to consider beforehand what supplies are needed monthly, and to send his requisition in sufficient time to allow of its being met. The Principal must give to the Treasurer a receipt for all goods delivered.

\* These holidays cannot be given by the Principals of Schools without the receipt of special authorization from the Board.

### **XLI.—Advertisements, Etc., Etc.**

No books or other publications shall be circulated, and no announcements made in the schools save those which relate to school work.

No contributions of money from either teachers or pupils shall be sought in the schools on any pretext, nor can presentations be allowed.

No pupil shall be used as a messenger outside the school premises.

No agent or canvasser shall be allowed to interview teachers on the school premises.

The Board will not grant, except to its own schools, the use of the School Assembly Halls in cases where it is proposed to charge an admission fee or to take up a collection.

### **XLII.—Caretakers.**

1. The Caretaker of each school is responsible to the Principal for the cleanliness, warmth and ventilation of the school rooms, and for the good order and security of the school premises and grounds, in accordance with the terms of his written agreement.

2. The rooms occupied by the Caretaker are to be kept scrupulously clean. No other animals than a cat, a dog and song birds shall be kept on the school premises. The Inspector of Buildings is required to inspect at least once a year the Caretakers' dwellings owned or leased by the Board.

3. If for any reason a Caretaker finds it impossible to fulfil his duties he must at once report the matter to the Principal, who may, if necessary, refer it to the Secretary-Superintendent.

4. The Board will hold Principals personally responsible for seeing that the duties of Caretakers are performed strictly in accordance with their agreements.

5. The salaries of Caretakers of the several schools are determined individually by the Board.

6. Caretakers are required to provide at their own cost all the help necessary for the performance of their duties, and the persons so employed by them must be approved by the Principals of the schools.

7. In order that they may know that everything is in proper order, caretakers must visit every part of the school daily, whether it is a school day or not, in the morning before nine o'clock, in the afternoon after five o'clock, and after dismissal of night classes if any have been held.

### **XLIII.—Fire Drill.**

1. Fire drills must be conducted at least once each calendar week during the school year, sometimes during the forenoon and sometimes during the afternoon, but not at regular or prearranged periods, and a record of these practices shall be forwarded with the monthly report of the Principal to the Superintendent.

2. There must be special signal bells or gongs, one or more as may be necessary, **USED FOR FIRE DRILL ONLY**, and so arranged that they can be sounded on every flat and heard in every room in each building. (See No. 12).

All members of the staff and the caretaker must know how to give the fire signal.

The signal shall be one stroke or lengthy continuous ring, followed by two or by four or more strokes or short rings.

3. On the first sound of fire drill alarm, pupils will immediately stand rigidly at attention. The classroom monitor will at once open the classroom doors, and pupils on fire drill stations will proceed to positions.

If the first alarm is followed by two short rings, teachers will give proper orders and classes will move to the nearest AVAILABLE exit. If followed by four or more rings classes will go out of doors.

The proper commands are:—"BY TWO'S—QUICK MARCH."

To stop the class:—"CLASS—HALT."

To check disorder:—"STEADY."

To keep lines straight:—"COVER."

To turn class about:—"ABOUT TURN." To turn head of class to right or left:—"LEFT" or "RIGHT WHEEL."

4. Teachers shall move along with their classes and maintain absolute silence, order and regularity of movement, and prevent pupils from crowding. If the customary exit is blocked, teachers must give proper orders to their classes to move to the nearest available exit. Except in unfavourable weather classes must go out of doors.

5. If the signal calls for movement to the street teachers must be careful to keep control of their pupils until they return to the building or are dismissed.

6. When the fire alarm is sounded the janitor and teachers not in charge of classes must immediately report to the Principal for duty.

7. Teachers or older pupils should be stationed on stairway landings, at foot of stairways, at exits and other points, to assist.

8. Principals and those responsible for fire drill should carry it out under the following varying conditions and at various hours:—

(a) While the school is assembled in whole or in part.

(b) During any one of the recesses.

(c) While all the pupils are engaged in the regular class exercises.

(d) When one or more of the exits is supposed to be blocked.

9. In conducting fire drill from the Assembly Hall, the Principal or senior teacher present shall give the necessary commands.

10. Principals should inspect and test the fire alarm system every day.

11. They should see that all exits are in proper working order and never locked during school hours.

12. Fire alarms must be so arranged that they can be heard in every room in the building under varying conditions as to occupations in the school.

13. Principals must arrange with the teachers what shall be done in case any exit or stairway is blocked.

14. They shall frequently test teachers as to their knowledge of fire drill regulations.

15. They must make special arrangements for fire drill at recess.

16. They shall see that all teachers know the location of the city fire alarm boxes in the schools or those nearest to the schools.

17. In schools where special exits and fire escapes are provided, all members of the staff shall be specially instructed in their use.

18. Principals should see that all pupils know what is to be done if their teacher is temporarily absent during fire drill.

19. Principals and teachers must conduct all fire drills seriously and thoughtfully with the utmost attention to details.

20. The alarm should be given upon the FIRST DETECTION of smoke or information of fire.

21. Teachers must dismiss pupils immediately on hearing the signal and always in the same way. Pupils must not be permitted to stay to put on clothing.

22. The Supervisor of Physical Training in the service of the Board shall be occasionally employed as the Board may direct in visiting the different schools and superintending and conducting fire drill. He shall report to the Board any instances of Principals or teachers being indifferent or negligent in the observance of these regulations.

23. These regulations shall be printed in card form and shall be hung in all classrooms.

#### XLIV.—Pension Fund.

1. The Board has been authorized by Act of Legislature of the Province of Quebec, II. George V., Cap. 28, to organize a Pension Fund for the benefit of teachers and other persons in its service, and to lay down rules and regulations to govern the same, subject to the approval of the Superintendent of Public Instruction and the Lieutenant-Governor-in-Council.

2. Every teacher, officer of instruction, or other employee of the Board who is fifty-six years of age and has served the Board during the full term of fifteen years or upwards shall be entitled upon retirement from its service, and subject to the provisions of this by-law, to an annual pension amounting to a sum equal to the percentage hereinafter stated of the aggregate salary received by him or her during his or her years of service in the employ of the Board, not exceeding altogether thirty-five years.

(a) To male teachers or officers of instruction now or hereafter qualified as beneficiaries under the provisions of the Pension Fund established by section 2992 and following of the Revised Statutes of Quebec, one per cent. (1%).

(b) To female teachers or officers of instruction now or hereafter qualified as beneficiaries under the provisions of the Pension Fund established by section 2992 and following of the Revised Statutes of Quebec, one half of one per cent. ( $\frac{1}{2}\%$ )

(c) To male or female teachers, officers of instruction or other employees not so qualified, one per cent. (1%).

(d) To the Treasurer of the Board, two per cent. (2%).

3. (a) The widow of a teacher or officer of instruction shall, so long as she remains a widow, be entitled to one-half the pension to which her husband would have been entitled under the provisions hereof, provided that the husband in whose rights she claims had been married to her prior to the completion of his fiftieth year of age.

(b) In the case of a teacher or officer of instruction dying before the completion of his fifty-fifth year, after having served for the full term of twenty years or upwards, his widow shall, so long as she remains a widow, be entitled to a sum equal to one-half of one per cent. ( $\frac{1}{2}\%$ ) of the aggregate salary received by her husband during the years of service in the employ of the Board, provided that the husband in whose rights she claims had been married to her prior to the completion of his fiftieth year of age.

4. (a) Every teacher, officer of instruction or other employee of the Board, other than the Treasurer, shall retire from its service on the 30th of June following the completion of his or her sixtieth year.

(b) The Treasurer of the Board shall retire from its service on the 30th of June following the completion of his sixty-fifth year.

(c) Every teacher, officer of instruction or other employee of the Board may voluntarily retire from its service on the 30th of June following the completion of his or her fifty-fifth year.

5. A pension once granted under the terms hereof shall be irrevocable.

6. (a) All pensions shall be paid half-yearly, for the term then expiring, on the 30th days of June and December in each year.

(b) The pensions of a teacher, officer of instruction or other employee of the Board shall run from the date on which his or her salary ceases to be paid, and that of a widow entitled thereto from the day following the decease of her husband.

7. No pension or benefit hereunder shall be assignable.

8. (a) Every teacher, officer of instruction or other employee may take advantage of the benefits of this By-law as and from the 30th day of June, 1912, upon declaring in writing to the Board, his or her desire and intention of doing so, on or before the 1st day of August, 1912.

(b) The provisions of this By-law shall be obligatory upon all teachers, officers of instruction and employees of the Board from and after the 30th day of June, 1914.

9. The Board shall have the right from time to time in its discretion, and subject to the approval mentioned above, to amend this By-law, and to adopt rules and regulations in reference to the system hereby established; and the decision of the Board as to the application and interpretation of this By-law shall be final and conclusive, and all beneficiaries shall be obliged to accept such decision and comply with all such rules or regulations on pain of forfeiture of all benefits created hereunder.

10. Teachers who were in the service of the Board when this Regulation was adopted, will not be compelled to retire on account of age until they have completed twenty years of service in the Province.

11. "Any male teacher or male officer of instruction who was in the service of the Board when this Regulation was adopted, and who had completed his fiftieth year of age before the 30th of June, 1912, will not be obliged to retire on account of age until June 30th, 1922, or until the 30th June following the completion of his sixty-fifth year, whichever shall first occur."

12. "In the case of an employee not being a teacher nor officer of instruction, if his health and capacity and the public interest justify his continued employment, his time of active service may be extended by the Board beyond the age of compulsory retirement."

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# EXTRACT FROM THE REVISED STATUTES OF THE PROVINCE OF QUEBEC,—1909

## TITLE V

### *Public Instruction*

## CHAPTER EIGHTH

### PENSIONS OF OFFICERS OF PRIMARY INSTRUCTION

#### SECTION I.

#### PENSIONS OF OFFICERS.

**2992.** Every person who is fifty-six years of age, and who has been employed as an officer of primary instruction, during a term of twenty years or upwards, is entitled to an annual pension, based upon the average salary received by him during the years he taught, and for which he has paid the stoppages.

Such person may, however, discontinue teaching at the age of fifty years, but he cannot begin to receive his pension until he is fifty-six years of age. 62 V., c. 28, s. 493; 6 Ed. VII., c. 23, s. 6.

**2993.** The pension of every male officer of primary instruction, except in the case provided for by article 3017, shall be two per cent. of the average salary, for each year of service up to thirty-five years.

The pension of every female officer of primary instruction, except in the case provided for by article 3017, shall be three per cent. of the average salary for each year of service up to thirty-five years; provided, however, that such pension shall not exceed ninety per cent. of the average salary which she received during the ten years when her salary was the highest, nor, in any case, the amount fixed by article 2994.

The pension of no officer of primary instruction shall in any case be less than seventy-five dollars.

The two last preceding paragraphs shall apply to every female officer of primary instruction, who shall have retired on or before the 1st day of July, 1911.

The pension of every officer of primary instruction who has contributed to the pension fund for more than thirty-five years shall be based on the average salary of the thirty-five years when his salary was highest; provided, nevertheless, that in the case of an officer of primary instruction to whom the second paragraph of this article applies, such pension shall not exceed ninety per cent. of the average salary for the ten years during which he received his highest salary, and, in no case shall exceed the amount fixed by article 2994. 62 V., c. 28, s. 495; 9 Ed. VII., c. 33, s. 9. 1 Geo. V, c. 27.

The provisions of the preceding paragraph apply to any officer of primary instruction who was on the retired list on the first day of July, 1911.

**2993a.** Except in the case to which article 3017 applies, the pension of every male officer of primary instruction, who is on the retired list on or after the first day of July, 1912, shall be increased fifty per cent. if it is less than three hundred dollars; provided however, that it shall not exceed three hundred dollars a year.

**2994.** For the purposes of this chapter no pension shall exceed one thousand and fifty dollars a year, except that any officer of primary instruction who by reason of his age, the length of his services, and the previous payment of stoppages, was entitled, on the first day of July, 1899, to a higher pension, shall not suffer any diminution in his pension, owing to this article; the amount of his pension which shall exceed the pension that may be allowed under this article, shall be paid annually out of the capitalised pension fund. 62 V., c. 28, s. 495; 9 Ed. VII, c. 33, s. 9.

**2995.** After twenty years' service, every officer of primary instruction, whatever be his age, may receive a pension when a serious accident, or enfeebled health, renders it impossible for him to continue such service, provided such accident or ill-health has not arisen through any conduct forbidden by law or against good morals.

After ten years' and less than twenty years' service, an officer of primary instruction, who is obliged to retire from teaching for any of the reasons above-mentioned, may be repaid the sums which he paid into the pension fund, without interest. But any officer who, after having been so repaid the sums by him paid into the pension fund, again takes up teaching, shall recover his rights to a retiring allowance on returning to the pension fund the sum received by him, within the five years next after his again taking up teaching. Such repayment may be made in five equal and annual payments.

In case of the officer's death during the said term of from ten to twenty years of service, the repayment shall be made to the legal heirs of the deceased. 62 V., c. 28, s. 496; 3. Ed. VII., c. 15, s. 1; 6 Ed. VII., c. 23, s. 7.

**2996.** If an officer applies for leave to retire owing to enfeebled health or serious illness, such infirmities and the cause thereof shall be established by certificates from the physician who has attended such officer, and, if the administrative commission deems it expedient, by another physician selected by it and at its own expense. (Form 23.) 62 V., c. 28, s. 497.

**2997.** The physicians' certificates, prescribed by article 2996, shall be prepared according to form 23, and verified under oath before a justice of the peace or any other person authorized to receive an oath. 62 V., c. 28, s. 498.

**2998.** Such pension shall be stopped from the moment the cause which gave rise to it has ceased to exist.

So soon as the administrative commission of the pension fund has decided that the cause which gave rise to the pension has ceased to exist, notice shall be immediately given to the pensioner that the payment of the pension will be

discontinued at the expiration of a year from the month of July following the sending of such notice.

The pension shall be again granted to the person from whom it was taken under this article, if he again becomes entitled thereto. 62 V., c. 28, s. 499, 2 Ed. VII., c. 18, s. 1

**2999.** The time passed in teaching since the teacher has reached the age of eighteen years, shall be included in the years of service, when the amount of the pension is fixed. 62 V., c. 28, s. 500.

**3000.** The years, during which officers of primary instruction have taught outside of the Province, cannot be counted among those which entitle them to a pension. 62 V., c. 28, s. 501.

**3001.** Every officer of primary instruction who wishes to claim his right to a pension, shall establish, before the administrative commission of the pension fund of officers of primary instruction, that he has served as such officer during the last five years preceding his application, and that he has complied with the other provisions of this title. 62 V., c. 28, s. 502.

**3002.** An officer of primary instruction, in order to be pensioned, must produce, in addition to his certificate of birth and a declaration of his domicile, a certificate stating his name, surname and quality, the date when he first acted as such officer, his services, and the date and the reasons for his applying for a pension. 62 V., c. 28, s. 503.

## SECTION II.

### PENSION OF WIDOWS OF OFFICERS.

**3003.** The widow of an officer of primary instruction who has died between the twenty-fourth of July, 1880, and the first of July, 1886, after having paid his stoppages under the act 43-44 Victoria, chapter 22, shall, so long as she remains a widow, have a right to one-half of the pension to which her husband was entitled. 62 V., c. 28, s. 504.

**3004.** Such half-pension shall be allowed to the widow of an officer of primary instruction dying after the first of July, 1886, only when the latter has paid into the pension fund, in addition to the stoppages payable by him, and at the same time, a sum equal to one-half of such stoppages, and if such sum has not been paid in due time the officer may pay it on or before the thirtieth day of June, 1913; nevertheless the latter stoppage exacted shall be only for the years during which the officer was married. 62 V., c. 28, s. 505; 9 Ed. VII., c. 33, s. 10.

**3005.** For the years previous to the twenty-fourth of July, 1880, the stoppage in question shall be paid as follows:

Two-fifths shall be paid before the first of January, 1887.

One-fifth of the total amount shall be deducted from the annual pension of the officer of primary instruction himself, or—if he died without having obtained a pension—from his widow's pension during each of the first three years.

Such sums shall also form part of the capital. 62 V., c. 28, s. 506.

**3006.** In order that a widow of an officer of primary instruction shall be entitled to a pension, the said officer must have paid, during at least six years before he ceased teaching, the stoppages prescribed by article 3004. 62 V., c. 28, s. 507; 7 Ed. VII., c. 22, s. 1.

**3007.** The widow is not allowed to pay the stoppages which her husband neglected to pay into the pension fund. 62 V., c. 28, s. 508.

**3008.** The widow of an officer of primary instruction claiming the pension shall furnish, in addition to the vouchers which her husband would have been obliged to produce:

- a. Her certificate of birth;
- b. The burial certificate of her husband;
- c. Her marriage certificate. (Form 24). 62 V., c. 28, s. 509.

#### SECTION III.

#### INSTALMENTS AND STOPPAGES.

**3009.** Any officer of primary instruction, who, before the 1st of July, 1913, paid into the pension fund the stoppages required by this chapter, for the years of service immediately preceding the twenty-fourth of July, 1880, may count the said preceding years of service to establish his right to a pension. 62 V., c. 28, s. 510; 9 Ed. VII., c. 33, s. 11

**3010.** The stoppages upon the salaries of officers of primary instruction for the years previous to the twenty-fourth of July, 1880, were five per cent. per annum without interest.

Two-fifths of the total amount of the stoppages for the said years previous to the twenty-fourth of July, 1880, must be paid before the first of July 1913; and one-fifth of the total amount of the said stoppages shall be deducted from the annual pension of the officer for each of the first three years after he retires.

The sums so stopped shall not form part of the yearly revenue of the pension fund, but shall be placed in the capital fund. 62 V., c. 28, s. 511; 9 Ed. VII., c. 33, s. 12.

**3011.** The officers of primary instruction, who between the twenty-fourth of July, 1880, and the first July, 1886, paid the stoppages required by the act 43-44 Victoria, chapter 22, for their years of service previous to the twenty-fourth of July, 1880, are entitled to interest, at the rate of five per cent. per annum upon the sums so paid up to the first of July, 1886, such interest to be deducted from the stoppages to be hereafter paid by them, out of their salary or pension, as the case may be. 62 V., c. 28, s. 512.

**3012.** The pension fund of officers of primary instruction is made up of:

1. A reduction or stoppage of not less than two per cent. nor more than four per cent., per annum, from the salary of every officer and of every layman teaching without a diploma in schools of commissioners or trustees or in those subsidized by them or by the Government, except professors of music, drawing or other specialties of that nature:

2. A deduction of four per cent., annually, from the public school fund, as well as from that portion of the superior education fund appropriated to the support of institutions managed or directed by officers of primary instruction;

3. An annual grant not exceeding twenty-seven thousand dollars from the Government of the Province. 62 V., c. 28, s. 513; 6 Ed. VII., c. 23, s. 8; 9 Ed. VII., c. 33, s. 13. 1 Geo. V., c. 27.

3013. The total amount of such stoppages and grants, made from the twenty-fourth of July, 1880, to the first of July, 1886, shall be deposited with the Provincial Treasurer, and converted into provincial or Dominion bonds, at the current price of such bonds, and capitalized for the benefit of the pension fund of officers of primary instruction. 62 V., c. 28, s. 514.

3014. The fund arising from the stoppages shall not form part every year of the consolidated revenue fund of the Province, notwithstanding any provision to the contrary in the act respecting the Treasury Department, but shall be held in trust by the Provincial Treasurer for the purposes of this chapter. 62, V., c. 28, s. 515.

3015. If the interest on the said capitalized fund and the total of the different stoppages and grants do not suffice to pay pensions applied for, the stoppages from the salaries of the officers of primary instruction, and from those of any other laymen teaching in schools under control or subsidized, may be increased to four per cent., the maximum rate of the stoppages. 62 V., c. 28, s. 516.

3016. Every excess of receipts over expenditure in the pension fund shall be first employed in paying the deficits of previous years, if any, and the balance shall be deposited with the Provincial Treasurer in trust for the purposes of this title. 62 V., c. 28, s. 517; 9 Ed. VII., c. 33, s. 14.

3017. If the stoppages and grants are not sufficient to pay the pensions as above established, the administrative commission shall reduce the pensions and proportion them to the amount at its disposal. 62 V., c. 28, s. 518.

3018. The portion of the pension fund established by the act passed on the twenty-second December, 1856, (19-20 Victoria, chapter 14, section 7), which shall, from time to time, be relieved, according to the provisions of the said act, by the death of pensioners, shall be paid into the pension fund established by this chapter, so that the whole shall be so paid in when the last of such officers dies. 62 V., c. 28, s. 519.

3019. The Superintendent shall retain, out of the grant payable to each municipality, the sums necessary to pay the stoppages out of the salary of every person who should pay the same under this chapter; and the school authorities are authorized to deduct, from the salaries of such officers, when paying the said salaries, each year, and not afterwards, the amount retained by the Superintendent.

For the same purposes, also a deduction shall be made from the salaries of all other officers of primary instruction paid directly by the Department of Public Instruction. 62 V., c. 28, s. 520; 6 Ed. VII., c. 23, s. 9.

## SECTION IV.

## PAYMENT OF PENSIONS.

**3020.** The pension in the case of any officer of primary instruction shall run from the day on which his salary ceases to be paid, and in that of a widow, when entitled thereto under articles 3003 and following, from the day following the decease of her husband. 62 V., c. 28, s. 521.

**3021.** All pensions shall be paid half-yearly; but if an officer dies without leaving a widow entitled to receive a pension, his heirs shall be entitled to receive his pension for the current six months. 62 V., c. 28, s. 522.

**3022.** Every officer of primary instruction, who has resigned his office, or whose diploma or commission has been cancelled for any cause provided by law, shall forfeit his right to a pension and also his stoppages; but if his diploma is restored or he is reinstated, his former service shall count. 22 V., c. 28, s. 523.

**3023.** Pensions, if they have not been claimed, shall be struck from the books of the pension fund after three years and their replacement thereon shall not entitle to arrears prior to the claim.

The same forfeiture shall apply to the heirs of pensioners, who do not establish their rights within three years from the death of the person whom they represent. 62 V., c. 28, s. 524.

**3024.** An officer of primary instruction who, after resigning his office, opens a private school or temporarily accepts a position therein, with the authorization of the Superintendent to whom he must apply therefor, shall not forfeit his right to a pension, provided he regularly pays the stoppages on his salary.

An officer of primary instruction who has taught in a private school without the authorization of the Superintendent, and without paying stoppages, may, before the 2nd day of July, 1913, pay as follows, a stoppage of five per cent. for the years before 1910 and 1911 and have them counted for the purposes of his pension.

Two-fifths of the total amount of the stoppages for the said previous years shall be paid before the second day of July, 1913, and one-fifth of the total amount of such stoppage shall be deducted from the yearly pension of such officer during the first three years of his retirement.

The sums so stopped shall not form part of the yearly revenue of the pension fund, but shall be added to the capital thereof. (Form 25.) 62 V., c. 28, s. 525. 1 Geo. V., c. 27.

**3025.** All claims for pensions must be made before the first of November of each year; pensions claimed after that date shall only be paid the following year. (Form 22.) 62 V., c. 28, s. 526.

## SECTION V.

## VALUATION OF SALARIES.

**3026.** The salary of officers of primary instruction employed in private schools subsidized by the Government or by school municipalities, shall be valued by the school inspector of the division to which such officers belong, to the satisfaction of the Superintendent, who may order an enquiry for such purpose, in accordance with the laws respecting education. 62 V., c. 28, s. 527.

**3027.** Officers of primary instruction may, in addition to the specific salary agreed upon between them and their school board include, as forming part of their salary, all the benefits derived from their position, such as lodging, light and fuel

If, however, such officers give private lessons or carry on at the same time any other profession, trade or business, the benefits they derive therefrom shall not be included in such valuation. 62 V., c. 28, s. 529.

**3028.** The valuation of the benefits so derived by officers of primary instruction shall be made by the school inspectors of the district, shall be certified to be correct, and shall be revised by the administrative commission. 62 V., c. 28, s. 530.

**3029.** School boards or administrative bodies, employing officers of primary instruction, shall make a yearly report stating the name, office and salary during the previous year of each certificated and non-certificated lay teacher teaching in the schools under their control. 62 V., c. 28, s. 531.

**3030.** In no case shall the valuation of such benefits in the schools under control exceed the following amounts, to wit:

For an elementary school:—in cities or towns, one hundred dollars,—in country municipalities, thirty dollars;

For a model school:—in cities or towns one hundred and fifty dollars,—in country municipalities, fifty dollars;

For an academy:—in cities or towns, two hundred dollars,—in country municipalities, seventy-five dollars. 62 V., c. 28, s. 532.

## SECTION VI.

## ADMINISTRATIVE COMMISSION

**3031.** The pension fund for officers of primary instruction shall be administered by an administrative commission consisting of the Superintendent as chairman and of four delegates appointed as follows: one by the convention of Roman Catholic teachers in Montreal, one by the convention of Roman Catholic teachers in Quebec, and two by the Provincial Association of Protestant Teachers.

Their services shall be gratuitous, but their travelling expenses shall be paid out of the pension fund.

Such delegates shall remain in office until they are replaced by those who appointed them.

The commission shall appoint its secretary. 62 V., c. 28, s. 533.

**3032.** In case of absence, through illness or other unavoidable cause, any delegate may have himself replaced by an officer of primary instruction being a member of the convention of Roman Catholic teachers or of the Provincial Association of Protestant Teachers, as the case may be, to which he belongs. 62 V., c. 28, s. 534.

**3033.** The administrative commission shall determine all questions connected with the pension fund and pensioners, and its decision shall be final. 62 V., c. 28, s. 535.

**3034.** The minutes of each meeting of the administrative commission shall be published in the English and French journals of education in the Province. 62 V., c. 28, s. 536.

**3035.** The administrative commission shall make all regulations which it may deem necessary for carrying out this chapter and to provide for unforeseen cases.

Such regulations, when sanctioned by the Lieutenant-Governor-in-Council and published in the *Quebec Official Gazette*, shall have force of law for the purposes of this chapter. 62 V., c. 28, s. 537.

#### SECTION VII.

#### MISCELLANEOUS.

**3036.** The accounts of the pension fund shall be kept by the Department of Public Instruction, certified yearly by the Provincial Auditor, and published in the report of the Superintendent. 62 V., c. 28, s. 538.

**3037.** The school inspectors, whenever they make their official inspection, shall visit, at least once a year, the pensioners in their respective districts, and report to the Superintendent every year, before the month of November, upon the state of the health of the pensioners, and as to their right to receive a pension.

They shall also mention the date of the death of any pensioners who may have died during the year, and add any remarks which may assist the work of the administrative commission. 62 V., c. 28, s. 539.

**3038.** Pensions shall not be assignable nor liable to seizure. 62 V., c. 28, s. 540.

**3039.** This chapter does not apply to teachers receiving pensions before the first of July, 1886. 62 V., c. 28, s. 541.

MANUAL  
RESPECTING  
COURSE OF STUDY  
AND  
EXAMINATION TESTS  
IN THE  
Protestant Public Schools of Montreal

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FOR THE USE OF TEACHERS

SESSION 1919-1920

MONTREAL  
1919

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# Public Schools of Montreal

## Protestant Board of School Commissioners.

UNDER THE DIRECTION OF THE

SESSION 1919-1920.

### GOVERNING BODY.

REV. HERBERT SYMONDS, D.D., LL.D., appointed by the Provincial Government.  
 REV. JAMES SMYTH, LL.D., appointed by the Provincial Government.  
 WM. S. WELDON, Esq., appointed by the City Council.  
 REV. R. W. DICKIE, D.D., appointed by the Provincial Government.  
 LT.-COL. J. J. CREELMAN, B.A., B.C.L., D.S.O., Alderman, appointed by the City Council.  
 H. LEROY SHAW, Esq., Alderman, appointed by the City Council.

NAMES OF SCHOOLS.	ADDRESSES.	NAMES OF PRINCIPALS.
Aberdeen.....	515 St. Denis Street	MR. F. J. ABNEY BACON, M.A.
Alexandra.....	160 Sanguinet Street	MR. F. H. SPINNEY.
Amherst.....	3011 Cartier Street	MRS. M. H. HAMLET
Bancroft.....	1641 St. Urbain Street	MR. N. C. DAVIES, B.A.
Belmont Street.....	32 Belmont Street	MR. J. M. MACKENZIE, M.A.
Berthelet.....	257 Ontario Street West	MR. R. D. FULLERTON, M.A.
Bordeaux.....	6261 Persillier Avenue	MISS MARION L. SAMSON.
Britannia.....	9 Britannia Street	MISS M. AGNES STEWART.
Cote des Neiges.....	Athletic Avenue	MISS ISA M. COPLAND
Cote St. Paul.....	71 Gladstone Avenue	MR. CALDWELL JACOBSON
Delorimier.....	305 Gifford Street	MRS. J. M. STEWART.
Dufferin.....	162 St. Urbain Street	MR. H. E. ENGLAND, B.A.
Duke of Connaught.....	275 Hamilton Street	MR. WM. M. FIRTH.
Earl Grey.....	773 Bellechasse Street	MR. H. H. BIGGAR, B.A.
Edward VII.....	2660 Esplanade Avenue	MR. I. O. VINCENT, M.A.
Fairmount.....	2023 Esplanade Avenue	MR. M. C. HOPKINS, B.A.
Greenshields Ave.....	3518 Greenshields Avenue	MISS F. P. FIZZELL.
Hamilton Street.....	197 Hamilton Street	MISS ETHEL M. CATTO.
John Jenkins.....	225 Duquesne Street	MISS E. L. HIGGINS.
Lansdowne.....	1037 St. Catherine St., East.	MR. CHARLES E. REID.
Lorne.....	215 Coleraine Street	MR. WALTER O. BRIEGEL, B. Sc.
MacVicar.....	309 Hochelaga Street	MISS F. J. MACKENZIE.
Maisonneuve.....	355 Letourneux Avenue	MR. H. F. ARCHIBOLD, B.A.
Mount Royal.....	1280 Clarke Street	MR. A. MACARTHUR, B.A.
Peace Centennial.....	771 Hanotau Street	MR. A. H. ROWELL, M.A.
Prince Albert.....	516 Delisle Street	MR. JAMES MABON, B.A.
Riverside.....	52 Favard Street	MR. DANIEL A. BATES, B.A.
Rosemount.....	2353 Rosemount Boulevard	MR. J. A. WEATHERBEE, B.A.
Royal Albert.....	60 Harvard Avenue	MISS EDITH F. PARKER.
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## SCHOOL CALENDAR, 1919-1920.

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Schools open on Wednesday, September 4th, after a vacation of nine weeks and five days, and continue in session until Thursday, June 24th, 1920, making a school session of 195 days.

Schools will close for the Christmas Holidays at noon on Tuesday, December 23rd, and re-open on Thursday morning, January 5th, 1920, after a vacation of twelve calendar days.

Schools will close for the Easter Holidays after the afternoon session on Thursday, April 1st, and re-open on Monday morning, April 12th, after a vacation of 10 calendar days.

Legal Holidays.—Thanksgiving Day, Victoria Day, King's Birthday.

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## FLAG DAYS.

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The flag should fly on the buildings of the Board on the following days:—

Opening and closing days of school.

Thanksgiving Day.

Victoria Day.

King's Birthday.

Dominion Day.

Labour Day.

The flag should be raised in the morning and lowered at sundown.

## AGE OF ADMISSION.

School age is defined by law to be between five and sixteen years. By a special resolution of the Board, children under five are not admitted to school and children of five years of age are admitted to the Kindergarten classes only. Children of six years or over are admitted to the regular grades of the School for which their age and attainments fit them.

In First Year Classes where there is not room for all applicants children should be admitted in order of age rather than in order of date of application. In the classes of this grade there should be frequent sifting of pupils, monthly at least, and individual promotions should prevail. In the reception of pupils to the various grades of the school, the instruction contained in the first paragraph of Art. XVII of the Regulations of the Board should be followed.

## INTRODUCTION.

The introductory of this Manual is intended to give the teaching staff a comprehensive grasp, in a brief space, of the unity of purpose and aim of the Course of Study as a whole. The apportionment of subjects for the various grades tends to destroy the unity of a subject and its relation as a whole to the other subjects of the course, and to focus the interest on parts of subjects, sometimes on unimportant parts, rather than on the pupils receiving the instruction. It is essential, then, that every class teacher should not only read, but study carefully, the introduction to each subject.

## ENGLISH.

English is necessarily one of the most important subjects of the elementary school, constituting as it does the child's chief means of approach to most of what he is to learn.

### Literature.

Literature tells us the story of life, not one form of life but all forms real enough to have sought exemplification in person or act. Its positive educative value is that it supplies a wider knowledge of life, aesthetic pleasure, mental training and a cultivation of the moral sense; e.g. Andersen's "Fir Tree" as told or read in a Kindergarten or First Year class; Craik's "Little Lame Prince" in a Second Year class; "Little Daylight" adapted from George Macdonald's "At the Back of the North Wind" for a Third Year class; "King Arthur and the Sword" adapted from Sir Thomas Malory for a Fourth Year class; "The Book of Wonder Voyages" by Joseph Jacobs; and Andrew Lang's "The Arabian Nights' Entertainments" in higher grades.

To foster the sense of beauty by bringing before children the best literature they can understand is a safeguard against many of the lower pleasures. That the moral sense is quickened by having the mind filled with the beautiful ideals of literature has been proved in dealing with children from the tenderest years through the prosaic facts of adult life. The power a good story or poem exercises lies in its vivid portrayal of circumstance and the higher possibility it suggests.

Pupils of all grades should be required to use the school and class libraries. Backward or troublesome pupils should not be excluded from this privilege, but encouraged to read independently.

A generous supply of good reading suited to each stage of progress is of the greatest value, and the best and most enduring results are obtained not by criticising what is defective in language but by repeatedly reading and hearing language that is good.

### Memory Selections.

The work in memorizing poems is a very important feature in English. It is that of storing minds with the noblest thoughts and feelings that have animated the race. Poems having the stamp of that classic quality which has ensured their permanence through phases of life will impart a tone to character and furnish a taste that will echo through life. Therefore, we must remember that it is humorous and whimsical as well as serious and pathetic; above all, that it is beautiful and real, and in memorizing, the note of joy, gladness and exuberance must ring out clearly and so accomplish a prime duty, that of making beautiful speech attractive, thus replacing an inadequacy that has sought refuge in vulgar boorishness. Repetition is for the purpose of endearing to children a common stock of old familiar songs, full of music and meaning, that will reveal themselves gradually to the child as he grows older.

In this work teachers have the opportunity of exercising much ability in making the selections real and living to the children without overelaborated work or useless digressions.

Memory selections not only appeal to the intellect but affect the emotional and moral natures of children. Time is not wasted in teaching a few gems of English poetry. "A thing of beauty in the form of a verse or stanza of poetry stored in the mind of a child will never pass into nothingness."

Memory Work is one of the most valuable of school exercises. Pupils should be taught to commit to memory perfectly, and to recite audibly, clearly and with expression. A few minutes a day given to this work will be more effective than one longer period during the week. As many pupils as possible should participate during each lesson. In order to attain this end, no pupil should be permitted to recite more than a verse or a sentence. Selections learned in previous grades should be frequently reviewed in this way. Simultaneous exercises are not effective and as they are likely to produce bad habits, should not be used frequently. The best results in Memory Work are obtained by teachers using the individual method conducted with animation. Avoid monotonous repetition of one selection in the same period, and do not allow the interest to flag.

### Story-telling.

With high esteem and full respect I greet a genuine story-teller; with intense gratitude I grasp him by the hand.—FROEBEL.

A story is essentially a work of art and its message is one of beauty. One of the greatest gifts to men is the ability to tell a story well. It gives joy to both teller and listener and brings them closer together in their interests and enjoyment.

## INTRODUCTION.

of the beautiful. The story has a lasting and ever increasing charm for children. It enlarges and enriches their spiritual experiences and is one of the simplest and surest means of creating happy relationships between them and their teachers. As one of the most spontaneous of the social arts, story telling has a distinct place in the curriculum of the primary school.

Teachers of First and Second Year Classes should approach this work with earnestness and prepare themselves for careful and persistent practice. The reward will be more than ample.

The books named in the following list will be of assistance to teachers in their work of preparation.

## 1. Literature.

- a) How to Tell Stories to Children.
- b) For the Children's Hour.
- c) For the Story Teller.
- d) Fairy Stories Every Child should Know.
- e) The Teachers' Story-Tellers' Book.
- f) Esop's Fables.
- g) Grimm's Fairy Tales, Parts I. and II.
- h) Andersen's Fairy Tales, Parts I. and II.

## 2. Nature.

- a) Nature Myths, Cooke.
- b) In the Child's World, Poulsson.
- c) Boston Kindergarten Stories.

## 3. National.

- (a) Heroines Every Child should Know.
- (b) Good Stories for Great Holidays.

## Reading.

In teaching reading we are aiming to cultivate in the pupils a power to quickly and readily associate printed or written forms with the auditory images and the ideas they suggest. As reading is primarily to gain the thought an effort must be made to place before pupils reading matter that will enlist their interest and afford opportunities for the best training in thought that they are capable of receiving. Literature should be used from the earliest beginnings throughout, and pupils encouraged to read aloud the thought and not merely the words. That word mastery is essential should be clearly recognized and reading lesson plans throughout the grades must devote a few minutes of each lesson to word drill or vocabulary work.

Silent reading by the pupils throughout the grades assists them in gaining a vivid realization of the thought and in giving in their oral reading a lifelike expression of it. In reading aloud attention is given to correct enunciation, a proper use of the voice, emphasis and modulation.

**Language Work.**

The aim of this phase of the work in English is:—

To give the pupil a wider vocabulary and train him to use approved pronunciation.

To teach him to express his thoughts clearly, readily and in correct and appropriate language.

To lead him to develop a liking for what is good and beautiful in English literature.

From the time a pupil makes his first appearance at school every encouragement should be given him to talk freely when time and work permit. His vocabulary will grow naturally as his experience widens and new terms are supplied that are called for in his progress. Clear and ready expression are of prime importance. Grammatical accuracy, though important, is secondary and no wise teacher will so criticise a pupil's language as to cause him to be unduly reticent or self-conscious. Corrections are necessary, but some should be made privately and others when made for the benefit of a whole class should, as a rule, be dealt with at such a time and in such a manner as to avoid drawing attention to the errors of any particular pupil.

In conversational exercises, where questions are involved, prominent educationists do not think it desirable that pupils should be required to answer in complete sentences. "Such use of language is unnatural, unusual in life, and peculiar to the school-room."

There are now many pupils in some schools who never hear English spoken in their homes and so are dependent largely upon their teachers and playmates for their knowledge of the language. In every school there are some pupils who have formed habits of speech that are grammatically incorrect and faulty in pronunciation. The teacher has a most important part to play in the education of such pupils. They imitate her pronunciation and, in proportion as she has their sympathy and confidence, seek to copy her forms of expression.

Great good can be accomplished by the teacher who strives, earnestly and tactfully, to lead her pupils to desire to express their thoughts in suitable language.

**Spelling.**

Early in the course pupils should be taught definitely how to learn to spell. The basis is laid in the phonetic work of the First Year where insistence is laid upon correctness of sound in the phonetic drills and the training in discrimination between sounds. As a result of First Year work, pupils should be expected to hear and reproduce sounds accurately and recognize written or printed words. Throughout the course all avenues of impression should be used—eye, ear, voice, hand—that the memory of the form of the word may be retained as firmly as possible. Pupils should be encouraged to make classifications of words through their knowledge of phonetics and of common prefixes and suffixes.

A beginning in formal spelling is made in the Second Year Grade and teachers must take special care to see that the work is properly adjusted to the ability of the pupils. A few wisely selected words for each week of school will give the

pupil a sufficiently large vocabulary at the end of the school course, and if he is made to apply his general intelligence to the study of this subject, as he must to others, the goal will be reached without "the drudgery of the spell" and "mind."

The work in spelling as at present organized up to the end of Fourth Year is based on the lessons of the class readers. In this way a pupil is not required to learn the spelling of a word until he has used it in its proper context. There are, however, many words common to the written and spoken vocabulary of children that will not be found in the reading lessons. These should receive attention. Many words are phonetic in their spelling and many others are derivatives, formed according to rules that should be taught. Words from these two classes should not be assigned for home study. Pupils will take pleasure in trying some of these each day provided a penalty is not attached.

#### **Arbitrary Signs and Forms.**

The use of capitals, punctuation marks, abbreviations, good sentence form and simple division of paragraphs is best taught through the pupils' experiences with well arranged reading matter, before instruction is definitely given, when the work should be inductively treated.

#### **Composition.**

"Of the varied acquirements of human skill none is more desirable than the ability to express ideas adequately in effective words." In the study of English grammar and English composition, conscious effort is made to acquire this ability, but in addition to this, the principles of usage that make English correct and effective must be constantly put into practice and the regular work of the school should offer ample opportunity for thought and expression. A child learns to talk because he has something to say and wishes to say it. Facility and skill in the use of language are the result of knowledge in the mind which incites to expression. If the child's mind is full, it will easily overflow in speech. Such a store of ideas is increased by reading the best prose and poetry within the comprehension of children. Good books mould not only the thoughts but the language as well. In oral and written exercises, the chief object is the effective and adequate linguistic expression of thought. A child gains his knowledge from two sources, (1) directly through his own experience and observations (2) indirectly through the experience and observations of others as recorded in books.

The school seeks to add to the first by courses in Nature Study, Geography, etc.; and to the second by courses in Reading, History, Geography and Literature.

Pupils in all grades above Second Year should be given practical lessons in letter writing, and paper and envelopes are supplied to the schools for this purpose.

Pupils should be taught to place the address properly on the envelope and the subject matter of the letter correctly on the sheet of paper. They should also be shown how to fold the paper and place it in the envelope. The subject matter of the letter is of first importance, but it will be of great assistance to pupils through life if some attention is given in each grade to the form of the letter.

Letters or compositions in any grade need not cover more than one side of a quarter sheet of foolscap and full marks should not be allowed for sentences that are trivial or nonsensical, although they may be grammatically correct.

During the month of December, pupils of Sixth and Seventh Year classes will be required to write a composition on the subject of Temperance, and another, during the month of May, on the subject of Patriotism.

### MATHEMATICS.

As many experiences in life are approached and interpreted only through a knowledge of Mathematics, elementary or advanced, the school deals with the subject in the kindergarten and throughout the grades. A knowledge of mathematics as a school subject is preceded by the experiences which children have in the home and outside before approaching school life. The use of numbers is very ancient, but only in comparatively recent centuries have numerical processes been developed to a degree of perfection or simplification. The usefulness of ability in the ready and accurate computation of numbers and the common problems of experience is recognized and gives the school a definite well defined aim, namely, to give instruction in number relations. The fundamental principle of arrangement must be adhered to and diligent and long continued practice in a series of consistent number relations followed so that some of the facts of the science of number may become automatic. It is in the study of Mathematics, both elementary and advanced, that the power of abstraction has a special opportunity for development.

"If the child has been taught to *think* in solving his school problems, he will think in solving the broader ones which he must thereafter meet. The same forms of logic, the same attention to detail, the same patience, and the same care in checking results exercised in solving a problem in greatest common divisor may show itself years later in commerce, in banking, or in one of the learned professions. Hence, Arithmetic, when taught with this in mind, gives to the pupil not knowledge of facts alone, but that which transcends such knowledge, namely, power."—"The Teaching of Elementary Mathematics," by David Eugene Smith.

A child must get his first ideas of number from counting things, and the work with objects must be carried far enough to enable him to comprehend what the figures are symbols of, and to have a commonsense understanding of the relations of numbers in the number series. Unconsciously and gradually the child should cease to require these aids to understanding, and, if properly taught, discard their use of his own accord, since children like practice in pure number.

A number of 12-inch rulers is supplied to each school for use in First, Second and Third Year Classes in connection with objective work in number and the measure of length.

The first lessons in Arithmetic should be based on the practice of measuring, which includes work with measured units, such as, a foot, inch, yard, etc., and work with unmeasured units, such as, blocks, splints, balls, etc.

There are several advantages to be derived from work with measured units:

(a) It calls forth the activity of both body and mind and enables the pupil to measure, compare and construct lengths and surfaces, thus developing the idea of relative magnitude.

(b) The foot rule has the distinct advantage of presenting number to the pupil as a series, and enables him to learn something that will be useful through life.

This work should precede and lead up to the subject of pure number.

The two-fold purpose of Arithmetic, training and utility, should be kept in mind. The statements made by even little children should be logical though necessarily simple; without this the training side of the work fails.

Accuracy and rapidity in the simple rules will be acquired only by persistent effort and systematic drill, and teachers are advised to read and put into practice the "Suggestions to Teachers" printed in "Primary Exercises in Arithmetic."

Mental Arithmetic, particularly when given in the form of problems from life and child experience, is a valuable school exercise. Oral exercises are valuable since they make it possible for the skilful teacher to lead the pupils from the simple and known by gradual and intelligent steps to the unknown. Written exercises are valuable in that they make it possible for each pupil of a large class to read, interpret and solve each question for himself, and in this way cultivate habits of self-reliance.

"Most topics in Arithmetic when first presented in any and all grades need to be objectively illustrated. As number grows fundamentally out of measurement, these objects should be actually measured with the standard units (yard-stick, pound, dollar, etc.)"

"The inaccurate and careless use of numbers needs a strong toning up by vigorous oral work. It is in oral work that wide-awake attention, accuracy and speed in processes can be gained. No amount of figuring at the seat will give so much vim and intentness as class drills in oral work by a skilful teacher."

Sets of graded exercises in Mental Arithmetic are provided for all classes from III. to VII. year inclusive. The form in which these exercises are supplied to the Schools makes it possible for every pupil of a class to read, interpret and solve each question for himself. This should be insisted upon from the first as it constitutes the chief value of the exercises. The pages should not be read aloud by the teacher to the class or used as an oral class exercise until the pupils have each tried to work the examples independently, recording their own answers on the printed page and using their pencils for that purpose only.

The answers should then be marked by the teacher. This will give her an opportunity to find out what questions the pupils have been unable to do, and what points in the paper need to be carefully taken up with the class.

The papers are given out again and the questions taken up one by one by the teacher, each point being made clear to the class, and the solutions got from different pupils by inductive reasoning, particular emphasis being laid on the more common errors. In this lesson, the method is of more importance than the answer.

The same page should be worked by the class again as a class exercise in the same way as at first and the answers corrected by the teacher, who will then know whether her teaching has been effective or not.

Oral exercises with simple numbers should precede, accompany and follow all written work. The process should not be obscured by a multiplicity of figures. Principles are best understood when connected with simple numbers. Pupils should be required to give correct oral statements, in logical order. Time should be taken for this work.

WRITTEN ARITHMETIC.—Teachers should make a careful study of the Manual for Teachers which accompanies the Graded Arithmetics in order that the treatment of the subjects may be uniform throughout the grades. The pupil's work naturally progresses from work with objects, and writing numbers, to

practice in the simple rules and to simple exercises in Mental Arithmetic. Through these he is prepared for, and led up to the work in written problems, in which he is required to apply his knowledge of simple rules, to interpret the written statement and to represent the solution of it by means of words, figures and signs in conventional arithmetical form. In written work in English pupils are required to express clearly a definite thought in their minds and in a series of sentences a sequence of thoughts. In Written Arithmetic the form and order of the solution of a problem must express the reasoning of the pupil's mind. The solution should be a clear logical statement. In this work pupils should be required,—(1) to read the problems for themselves, to decide what is given and what is required (2) to state briefly, when necessary, the principle by which the example can be solved (3) to make the statements necessary to express the reasoning and sequence of the solution.

There should be clearness of expression. We understand clearly and fully only what we are able to express in written form. No part of the work in Arithmetic will be of such great and lasting value to the pupils as correct training in the solution of written problems. At this stage of their progress it bears the same relation to their development that the studies in Algebra and Geometry do a few years later. Teachers should not permit themselves to believe that time taken for written analysis is wasted.

**RAPID WORK.**—Rapid calculation in the simple rules of Arithmetic must be practised by all pupils. Exercises to secure accuracy and rapidity, suitable to children in the V., VI. and VII. Years will be found in the series of papers printed and placed in the schools for teachers' use. An exercise in Rapid Arithmetic should be taken once a week.

**BOOKS AND PENCILS** should be kept in the best condition; *figures* (large and semi-upright) should be neatly and distinctly made, and be written in lines parallel to the upper edge of the book. Reasonable allowance may be made for imperfections in the forms of figures in exercises where rapidity is required; yet every effort should be made to fix in pupils habits of care, neatness and system in all that pertains to the written exercises. The signs of operations  $+$   $-$   $\times$   $\div$  and sign of equality  $=$  must be correctly used at all times to indicate the work performed and the result.

# DISTRIBUTION OF MARKS.

## TESTS AND EXAMINATIONS IN ARITHMETIC.

	III. & IV. YEARS.		V., VI. & VII.-1 YEARS.		VII-2
	Nov. April	Jan. June.	Nov. April.	Jan. June.	Jan. June.
Mental.....	10	20	10	10	15
Sight.....	10	15	10	10	15
Written.....	20	25	20	25	55
Rapid.....	..	..	..	15	15

## SCIENCE.

## Nature Study, Geography.

The aim of this work may be generally stated:—

To aid the pupil to gain a scientific attitude of mind by training his mental powers of observation and generalization.

To increase the social worth of the pupil by deepening and enriching his emotional life through acquaintance with nature.

As the imagination of form is limited to sense products, the first work in elementary geography is to lead the pupils to acquire distinct mental pictures of the forms of land and water about home and to study the forces of water, air, and climate which act upon the surface, preparing it to support life.

For those who have not seen the great Sahara, the mental picture of the oases, of the vast stretches of burning sands and of the terrible sand-storms, has been formed probably by a meadow spring, by some familiar field of sand and by the whirling dust of the street or road aided by pictures of these. Every school district is a world in miniature, and the first step in geography is to study that part of our district which may be seen and travelled over.

Simple terms of direction are taught throughout the school course, beginning definitely in the kindergarten. Sand-table work and clay modelling lend a ready means of expression and illustration.

It follows therefore that there must be careful and systematic planning of the work and that science be regarded as in truth science, and not left to haphazard informal lessons that end in profitless "guess work."

The materials for the source of Nature Study and Geography must, in the earlier grades, be drawn from the immediate environment of the child and the work will be observational in method. Whenever possible, the pupils should study plants and animals in their own natural surroundings, that they may gain a knowledge of their *characteristics, habits and needs*. Therefore, excursions or walks outdoors for field work purposes are advised, and much can be done by bringing into the schoolroom possible specimens and encouraging the class to feel the responsibility of caring for these and so fostering life.

The best way to open a child's eyes to Nature's contrivances is the country walk with a companion skilled in birds and insects and flowers. Whenever it is possible, take short field trips with pupils and visit with them the homes of plants and birds and animals. It should be borne in mind that objects brought into the classrooms cannot be there studied in their normal conditions, and, therefore, it is important by a proper use of field expeditions to let children see what part the object plays in its natural surroundings.

In the same way visits to museums, botanical gardens, travelling menageries, etc., where animals, living, stuffed, or in skeleton, and specimens of plants and minerals, may be observed, ought to be encouraged. Every school should have its cabinet of specimens and curiosities, globes and maps.

Nature lessons should be arranged to suit the seasons. Snowflakes, hailstones, frost, dew, rain, should be taken at times when nature best illustrates them. In plant life the development of buds, the unfolding of leaves and flowers, are fit lessons for April, May or June. The dissemination of seeds, the falling and colour of leaves, the preparation of buds for winter, belong to October and November. Evergreens should be studied in winter. Nothing will arouse so much enthusiasm as actual plant culture. If it is convenient, have little flower beds in the yard. Let the pupils prepare the soil, plant the seeds, pull out weeds, water and take general care of the plants. City classrooms should have a box for plants on the window-sill. In this box pupils are to plant their seeds. The names of the seeds and of the pupils who planted them, as well as dates of planting, first appearance, etc., may be kept on a scroll on the blackboard. The children will delight in watching their growth and unfolding, feeling that they have a personal interest in the work.

The forces of water, air and climate, with their effects upon life, draw attention to the interdependence of the life of plants, animals, and man with his occupations and interests, religious, social and commercial. Questions involving these principles enter naturally into the Nature Study and Geography lessons, and are asked not for the sake of the answers but to secure attention to the objects of study. Children should be allowed full time for observations, while hasty answers and quick judgments should be discouraged, as evidence of careless thought. Discussions and oral reports follow the observations, and the experiences of the class also furnish material for these discussions. An excellent opportunity enters in here for Language lessons. The pupil volunteering information on the topic under discussion is held responsible for clearly and definitely relating what he has observed, and with sympathetic occasional questions much may be accomplished by a skilful teacher towards increasing not only the child's powers of expression and his vocabulary, but correctness of speech and his observational powers may be thus aided and developed.

Language, literature and drawing should be closely correlated with this work and the choice of materials will be largely determined by the seasons; it is important that the children learn to follow the seasons and to find pleasure and profit in what the seasons offer.

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## DRAWING AND COLOUR.

God's works—paint any one, and count it crime  
 To let a truth slip. Don't object,  
 "His works  
 Are there already—nature is complete:  
 Suppose you reproduce her—\*(which you can't)  
 There's no advantage! you must beat her, then."  
 For, don't you mark we're made so that we love  
 First when we see them painted, things we have passed  
 Perhaps a hundred times nor cared to see;  
 And so they are better painted—better to us  
 Which is the same thing. Art was given for that—  
 God uses us to help each other so,  
 Lending our minds out.

*Browning.*

Drawing and Colour Work has a very definite and real place in the school. Its true aim and use is to bring into the lives of children an appreciation of things beautiful and to aid in the formation of what is good, beautiful and true in character. It also helps children to observe, to think, to form clear ideas and to express these graphically. Art work awakens in the pupils an interest and delight in nature, leads to a knowledge of things beautiful in their surroundings, and develops their natural and instinctive love for colour, life and harmony.

The threefold aim of art work may be briefly stated as culture, discipline and use.

It has cultural value in directing feeling, thought and work to the beautiful in nature and life; it is disciplinary in that it affords special training to the inherent powers of observation and imagination; and is useful as a means of putting impressions and designs into visual form.

For school purposes art may be conveniently presented under the following four heads:—

**PICTORIAL DRAWING.**—The representation of the appearance of objects with brush and paint, pencil, or pen and ink.

**GEOMETRICAL DRAWING.**—The application of practical geometry to the delineation of form by means of mechanical instruments.

**DESIGN.**—The arrangement of lines, forms, colours and materials for beauty of effect.

**CONSTRUCTION.**—The making of objects involving the use of materials employed in the manual arts.

The method of teaching should be to obtain spontaneous expression on the part of the pupil and then to supply the technique as the demand arises. In the lowest grades the work is directed specially towards gaining better *observation* and *hand control*; in the intermediate grades for more perfect *expression* and in the upper grades for more *beauty*.

Drawing books are prescribed for all grades from Second to Seventh Year inclusive. Each book has sufficient work for one year.

Pencil Drawing begins in Third Year and accenting of lines in Fourth Year. From Fourth to Seventh Years colours are to be grayed.

Classes commencing the year's work in February must adjust the scheme of work so that nature work may fall in spring and autumn. *E.g.*—In Sixth Year, page 8 should be taken up in November or March, and in Seventh Year, page 12 in November or March.

Each teacher should look after her own supply of grasses, leaves and flowers and Principals are recommended to procure from some gardener or milkman an assorted supply of fruit and vegetables before the leaves and stems have been taken off, e.g., apples and tomatoes with their leaves and stems, also cucumbers, turnips, carrots, or whatever may be available. Such a supply will be common to all classes and will cost a dollar or less. *Each class-room should have a permanent collection of objects to use in connection with the drawing book, and the pupils' taste will be greatly influenced if the choice of objects is a pleasing one.*

The optional lessons will give the teacher opportunity to repeat a lesson when necessary, but better yet, to exercise her own individuality in planning a suitable exercise.

Look over the week's work in advance and make careful preparation as to subject matter and material before each lesson is attempted.

Information Regarding Order of Work in the Books, Care and Use of Material, Selecting and Arranging Specimens for Drawing, Assigning the Lesson, Beginning the Drawing, Accenting, Results, the Use of the Pencil, the Use of the Brush, How to mix Colours, Preserving Pupils' Work, is to be found printed on the inside of the cover of the drawing book.

#### **Drawing of Animals.**

Not many children will be able to draw from the object but all children can collect pictures of animals. From good pictures make sketches. Try hard to make the general shape correct; if the big parts are correctly drawn it does not matter so much about the little parts.

Keep all the work in story-telling in first three years parallel to the eye. Use technical terms from the first year.

All drawings should fill the paper.

#### **Arrangement of Studies.**

In drawing natural objects, specimens should be placed so that each pupil can see one plainly. One model for a class to draw or paint from is simply inviting difficulties and a wasted lesson to the majority.

**DESIGN.**—Always employ flat treatment in putting on colour.

**LETTERING.**—Squared paper is a necessity in drawing the letters of the alphabet. The general proportion of these letters is 2 to 3 that is most of the letters are 3 squares high and two squares wide. Serifs if properly drawn add to the beauty of a letter.

**BRUSH WORK.**—Brush work is entirely free—no outline being permitted from First to Seventh Years. Long lines of growth may be indicated with a brush line of a very light tint. This is an aid to good placing, and can soon be dropped. The shapes are generally painted in a light wash of the local colour, and the other colours added as you see them. Colours to be pure and true should be taken from the cake and allowed to mix on the brush and applied directly to the paper. *For class work, however, it is better for all beginners to mix a little in the lid of the box bearing in mind that too much mixing takes the life out of the colour.* In all grades when painting a wash insist on horizontal stroke—from left to right. Once it is done leave it.

**APPLICATION OF SEVERAL TONES OF ONE COLOUR.**—Tones of colour used in first four years may be obtained from the one made and applied as many times as desired, always waiting for each one to dry thoroughly before applying the next. In more advanced classes mix your strongest tone and from it make all your other tones. In painting begin with your weakest tone and work to your strongest. Large spaces light tones of colour. Small spaces dark tones of colour.

**LANDSCAPE.**—Landscape painting should be taken up not for the sake of the landscape but for the colour knowledge gained through the handling of a wet colour medium. To be successful it is necessary for children to understand how to moisten dry colour cakes—how to handle the brush, how to spread washes and how to blend colour in three ways—(a) by mixing in the box, (b) by blending in the brush, (c) by dropping one colour upon another on paper.

Exercises to bring all these methods into use may come under the head of landscape painting, and should be taken in all grades. This is excellent work for introducing couplets or verses, and getting children familiar with choice bits. It is not necessary to rule an oblong, but space covered should not be very large. Sizes suggested, 3 x 4 in., 2½ x 4 in., 2 x 3½ in. Three scenes can easily be painted on one paper. Use finder before cutting out and mounting.

"A pine tree grew in the wood,  
Tapering straight and high  
Stately and proud it stood  
Black green against the sky."

"O! the lure of the path! Beyond the turn  
Do the willows bend or the maples burn?"

"Beneath the blue and sunny skies  
One hill beyond another lies."

**BOOKS OF REFERENCE:**

- Progressive Drawing Books, Nos. 1 to 8.
- Manual Arts Drawing Books, Nos. 1 to 8.
- Industrial Arts Text Books, Nos. 1 to 8.
- School Arts Magazine.

It is well to remember that "Any little mind can mystify a subject, but it takes a great mind to simplify it."

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## MUSIC.

Par. 1. TEMPERATURE.—The temperature of the class-room has much to do with the efficiency of a class in any subject; but in singing, where more than the ordinary quantity of air is breathed, it is of the greatest consequence that both temperature and ventilation should receive special attention.

"A comparatively uninteresting teacher will do fairly with fresh air to teach in, but the most attractive teacher can produce little impression in the midst of foul air."—John Curwen.

Cool the  
air.

Before commencing the singing lesson see that the air is cooled, 65 degrees is quite warm enough for singing; every degree above that temperature detracts from the pleasure of the lesson and adds to the labour of both teacher and pupil.

Dividing  
good from  
bad.

Par. 2. DEFECTIVE OR DULL EARS.—To allow good and bad singers indiscriminately to sing together is to waste time; bad singers do not improve and the good singers deteriorate rapidly. Children who sing out of tune must sit in the front seats near the teacher and be instructed to LISTEN until such time as they can produce the tones correctly. This does not mean that they are to be condemned to perpetual silence during the singing lesson for the remainder of the school term; on the contrary, *more attention must be paid to them*, and special exercises constantly sung by the remainder of the class, or the teacher, for them to imitate. Seat the best singers at the back of the class, those of moderate ability next, and the worst in front. One or two lessons devoted to sorting out the voices will prove to be time well spent.

Attention  
to  
musically  
deficient  
pupils.

Seating.

Importance  
of good  
vocal tone.

Par. 3. VOICE TRAINING.—Pay special attention to the quality of tone *throughout every lesson*. If a harsh or disagreeable tone be heard, stop the class immediately. To have a sweet, pure tone, teachers must *insist* that no other quality be used at any time. This applies to all simultaneous exercises. If pleasant tones be cultivated only during the singing period, the greater part of the teacher's effort is wasted, for singing occupies but a small part of our school time.

In all school grades constant care and attention must be given to the following points during the singing lesson.

Correct  
position.

(a) *Position of the body*.—Have the scholars *stand up* for at least half the singing lesson; and when sitting, see that the body is kept upright, not leaning over the desk.

THE CLASS SHOULD STAND FOR ALL VOICE EXERCISES AND SONGS.

**Watch the mouths.**

(b) *Shape of the mouth.*—"The mouth should be opened easily, about wide enough for the thumb to be inserted sideways. The upper teeth should be shown, and if possible the edge of the lower teeth. The corners of the mouth ought to be very slightly drawn in as if in the act of smiling." (Bates.) *In no case allow the chin to be raised, nor the teeth clenched.*

**Laying the foundation.**

(c) *Control of the breath.*—This is the foundation of all good singing. To work for tone without paying attention to breathing is to waste time. See that the exercises planned for each grade are practised regularly.

**Of special importance in boys' voices.**

(d) *Purity of tone.*—"The end to be aimed at is *purity* and *sweetness* of tone and not *loudness* and *power*. To paraphrase the old proverb "Take care of the *QUALITY* and the *QUANTITY* will take care of itself" (Hardy). *Insist* on the constant employment of the thin register (or "head" voice) above F (first space Staff), and good results will follow: let vigilance relax, and the tone will deteriorate and time and labour be wasted. For boys with unchanged voices, the exercises should never be sung in lower keys than those indicated.

(e) *Avoidance of shouting or forcing.*—"It may safely be said that soft singing, within the compass of the voice, will never do harm, no matter how continuous, but loud singing will inevitably lead to disaster" (Bates).

**Forward tone.**

In order to secure this, the tones must be placed well forward in the mouth, and the lips kept flexible and mobile. Pure vowel sounds cannot be produced with a rigid jaw and clenched teeth. Vowels preceded by p, b, v, f, wh, m, g, and r, are valuable in securing "forward" tone.

**An object in view.**

Par. 4. MODULATOR DRILL.—(a) Teachers will need to guard against falling into mannerisms, or the exercises will be of little value. Each modulator test should have for its object the teaching or impressing of some particular tone or interval, which should not be considered taught until it can be sung with confidence to the syllable *laa*, the use of the Solfa syllables being dispensed with as soon as possible. Care should also be exercised that the key be not always pitched low, or that form of the scale in which the key tone is found in the middle will be neglected. Neither should the teacher rely on her own preference as to the pitch of the exercises, as it may prove totally unsuitable for the voices of her scholars. Always use a tuning fork in pitching the keys for modulator exercises as well as for songs.

**S to S<sub>1</sub>****Use the tuning fork.**

**Use  
rhythm.**

(b) It will also be found an advantage to point the exercises in the rhythm of some well-known tune, instead of always in tones of equal length, care being taken to grade the difficulty according to the progress of the class. (c) Merely singing up and down the scale is useless as a tone drill. To be of any value each modulator exercise must consist largely of leaps, graded in difficulty, or must develop some one or more tones.

**Scale  
passages  
useless.****Modulators  
not to be  
written  
upon.**

(d) Each class is supplied with a modulator best suited for its grade of work, and under *no circumstances* must anything be written upon it. If the modulator is minus the names of any new tones which are being taught, such omission is intentional, and the new tone names must be written on the blackboard at the side of the modulator whenever they are needed. No modulator is supplied in the First Year, First Half: the tones d. m. a. d' needing only to be written on the blackboard as taught.

**Time and  
tune.**

Par. 5. TIME.—(a) Time tests should always be written in simple tune and the kind of measure constantly varied.

**Beating  
time.**

(b) Pay special attention to your own beating of the measure. Unless the teacher's beat is firm and definite it is of no assistance to the class. Cultivate a firm beat and then see that the class pays attention to it. "Tap" the pulses only in exceptional cases.

**How to  
do it.**

Beat Two pulse measure—Down, up.

" Three " " —Down, right, up.

" Four " " —Down, left, right, up.

" Slow Six pulse " —Down, left, left, right, right, up.

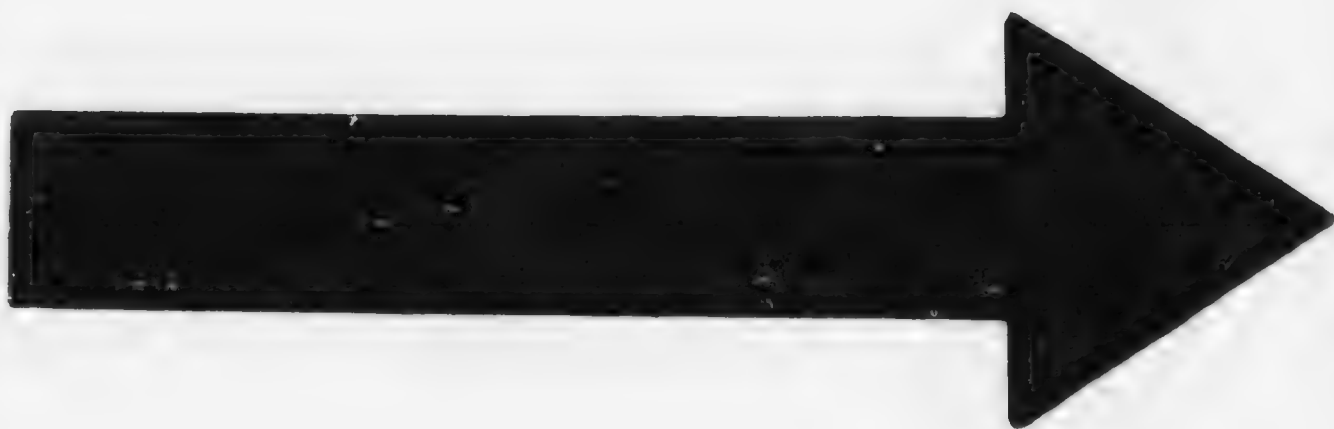
" Quick " " —Down, up.

**Blackboard  
pointing.**

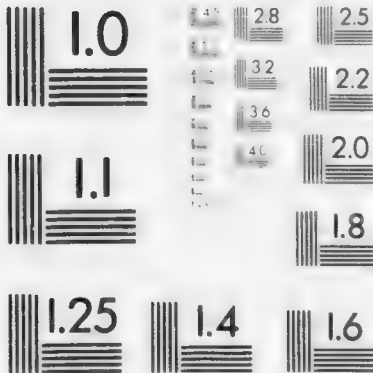
(c) "Pointing" an exercise written on the blackboard is not a good practice. Where this is constantly done the class becomes a slave to the pointer, and pays little, if any, attention to the written notation; while reading from the book, owing to the impossibility of "pointing" it, becomes a matter of great difficulty.

**Pitching  
keys.**

Par. 6. PITCHING KEYS.—(a) Teachers of Singing in the employ of the Board are entitled to a C<sup>1</sup> tuning fork, which can be obtained on application to the Principal of the school. Care must be taken that the pitch of modulator exercises be constantly varied, and that the keys marked for voice exercises, sight tests, and songs be strictly adhered to. As soon as possible the pupils of the class should be taught to pitch the keys of their exercises and songs.



## ANSI and ISO TEST CHART No. 2



APPLIED IMAGE Inc

[illegible]

**How to  
do it.**

- (b) To pitch key E flat, call C<sup>1</sup> — lah, sing l t d' s m d.  
 " B " " " — ray, " r m d s, d.  
 " A " " " — me, " m r d s, d.  
 " { D " " " } — te, " t d' s m d.  
 " { C sharp " " } — te, " t d' s m d.  
 " { G flat, " " } — fe, " fe s m d.  
 " { F sharp " " }

**Minor  
chord.**

- (c) In pitching Minor Keys sing the chord, l, d m l.  
 "Soh" should not be sung.

**Class song  
books.**

Par. 7. SIGHT TESTS.—(a) Sight tests varying in difficulty according to the requirements of each grade, will be found in the various song books. See that each scholar possesses a copy of the class book. "Looking over" is a fruitful source of inattention and consequent blunders.

**Difficult  
passages.**

- (b) Any special difficulties, either of tune or time, should be practised separately on the modulator or black-board before the test is attempted from the book, as exercises of this description are designed to test the *Sight-reading* ability of the class, and lose their value if sung over until learned by "rote." Let each test be sung to "laa" with as little previous Solfaing as possible.

**Individual-  
izing.**

Par. 8. INDIVIDUAL EXERCISES.—(a) Individual children should be encouraged to sing exercises, in both time and tune. Collective singing is very deceptive, a few leading voices so dominating a class as to prevent any real thought on the part of the majority. "Class drill is well for illustrating the example, but it is the special work with the individual that makes for efficiency." (Cone.)

**Dividing  
the class.**

- (b) It will be found a good plan to divide the class into as many divisions as there are singing lessons in a week, and practise the duller members of each section on their respective days of the week. If the quicker scholars in the class are called upon first, and the exercises made well within their powers, comparatively little difficulty will be experienced in getting the majority of the class to sing individually.

**Mental  
effect.**

Par. 9. EAR TRAINING.—This branch of the work can only be made successful by constant practice. The best results will be obtained by faithfully teaching the *mental effect* of each tone of the scale. Ear tests should be preceded by brief modulator drill to "loo," "laa," or numbers, and individual pupils should be called upon to sing answers to the tests sung by the teacher. Variety may be introduced into this work by allowing some of the quicker pupils to occasionally sing tests to the class. An abundance of graded exercises will be found in the work allotted to each grade.

**Methods of procedure.**

Par. 10. PART SINGING.—The power to sing one part and listen to another will require cultivation in the majority of pupils. (a) Commence by having the children repeat the tone as "soh," or "doh", while you sing various tones below it, (b) then a part above it, (c) then point an exercise on the modulator while you sing another part below it, (d) then sing a part above it, (e) let the children sing a simple song while you sing a "second" part to it, (f) point a simple exercise on the modulator in two parts, (g) have the class sing from the manual signs in two parts, (h) teach a simple round in two or more parts, (i) write a simple two-part test on the blackboard, and either sing one part yourself, or have both parts attempted by the class, (j) sing the same exercise from the book.

**Dividing the voices.**

In the lower grades the plan may be adopted of dividing the class equally, and having each side alternate in singing the lower part. In the upper grades pitch the tone G, and test *each pupil* in singing up and down the scale from that tone. Those with voices light in quality and weaker below G, place in the upper part; those with voices of heavier quality, and stronger in the lower than in the upper part of the scale, place in the lower part. Have the contraltos sit on the teacher's right, and the sopranos on the left.

**Boys not to be condemned to the lower parts.**

The plan of having all the boys of a class sing the lower part is not a good one. Boys are *not* to sing the lower part, unless after careful examination their voices are found to be best suited for it. "Adults who have not as children been accustomed to any part other than the top in concerted music almost invariably find difficulty in singing a contralto, tenor, or bass part. On the other hand, adults who were accustomed as children to second and third parts in school or choir can always in later life do justice to an under part." (Bates.)

**Do not sing with the class.**

Par. 11. SINGING WITH THE CLASS.—On no account should the teacher sing with her scholars. If the class is in need of assistance, let the teacher "pattern" the difficulty and let the class imitate. In the First and Second Year grades it is allowable for the teacher to start the songs, but not to join in singing them.

**Expression.**

Par. 12. SONGS.—(a) Songs must be prepared not only with good tone and correct tune and time, but the class must express the sentiment and meaning of the words in its performance; good enunciation and expression are the life of a song.

(b) In commencing a new song, it will be found an advantage to teach the most difficult passage from the blackboard before singing from the book, and except in special instances it is advisable to teach all the verses of a song.

- All grades.** (c) All classes are required to learn both verses of "God Save the King."
- Importance of correct pitch.** (d) Care in pitching the Key of a song (see par. 6) cannot be too earnestly insisted upon. It is folly to spend time in voice exercises, training the children in the use of the "head" voice, and then to let them sing songs in such Keys as make the use of the "head" register impossible, and the effort almost painful to the listener.
- Staff Notation.** Par. 13. STAFF NOTATION.—The pen can be used to advantage here, scholars translating Tonic Solfa into the Staff notation. The writing of Solfa names under or over the notes in the class book will render the exercises useless as sight tests, and must not be allowed. Such written work should be reserved for the Manuscript Book.
- Theory.** Par. 14. THEORY.—The teaching of this branch should advance concurrently with the practical work of the grade, as exactness is often best taught by writing. Scholars must be taught to spell the time names correctly, and to work their theory questions without having modulators or other charts before them, no such aids being allowed at the examinations. Pupils are at liberty to construct modulators *from memory* for their personal use.
- Leading Voices.** Par. 15. EXAMINATIONS.—If, during an examination, one or two voices are unduly leading the bulk of the class, these may be silenced by the examiner. The same plan should be pursued in ordinary class work; no voice should be permitted to dominate the class.
- Planning the lessons.** Par. 16. PLAN OF WORK.—In the limited time at the teacher's disposal, it is not possible to practise all the subjects of the course at each lesson. Voice cultivation, Sight singing, Ear training, and Song singing, should be used at each lesson, while Modulator and Time, Blackboard and Theory, may be used on alternate days. When a song is practised by the class for the first time, the sight test may be omitted; or if the class be skilful in some particular branch, that part of the work can be allowed to rest, and the time devoted to something in which the class is less proficient

Par. 17. EXAMINATIONS.—(a) No individual marks are awarded in First, Second or Third Year Classes. The Supervisor will rank the class on a maximum of 50 marks at his semi-annual examination.

(b) In grades from IV.-1 to VII.-1, inclusive, individual marks will be assigned by the teacher in accordance with the following instructions:

(1) In taking charge of a class the teacher should have the pupils sing a well known song, while she passes among them taking note of any who sing out of tune or in a careless fashion. These should be seated in a separate group to receive special attention as outlined in Par. 2.

(2) Further procedure along the lines recommended in Par. 8 will enable the teacher to divide the class into three, or more, groups of varying skill and ability, and to promote or degrade from one division to another.

(3) Having prepared a list of pupils' names, the teacher, during the school term, will assign to each pupil the marks she considers him entitled to; raising or lowering the individual marks to correspond with the class average assigned by the Supervisor at his semi-annual examination.

The teacher will apportion the marks on the following basis

	<i>Time.</i>	<i>Ear Tests.</i>	<i>Sight- Singing.</i>	<i>Total.</i>
Grades IV-1, IV-2, V-1	15	10	25 =	50
Grades V-2 to VII-1	8	8	14 =	30

(4) Boys whose voices are changing are able to,—

- (a) Work Theory,
- (b) Sing Time Exercises,
- (c) Read Notes in Time,
- (d) Write Ear Tests,

and in the majority of cases can sing, at least a part of the vocal work. Where the teacher is convinced that the pupil cannot sing, he may be credited with two-thirds of the class per cent. in Oral Work, provided he attempts (a), (b), (c) and (d) above, and that the teacher is satisfied with his conduct and attention.

(5) No test in Theory will be given in Fourth Year or Fifth Year, First Half Classes, and Oral Work in these Grades will be valued at 50 marks.

(6) In classes from Fifth Year, First Half to Seventh Year, First Half inclusive, Oral Work will be valued at 30 marks and a written test in Theory will be given for 20 marks.

BOOKS OF REFERENCE.—Each school is supplied with copies of "Standard Course," and "Companion for Teachers," to which reference should be made in matters of difficulty.

**FRENCH.**

1. The Direct Method of language teaching is a modified imitation of the process by which a child becomes familiar with its mother tongue; that is to say, the pupils learn the meaning and the use of words by hearing them correctly employed, and they acquire facility in using them by constant practice in speaking and writing. These two processes—learning new words and practising their use—proceed together in actual work, but for the sake of clearness they will be considered separately in this statement.

**New Words.**

2. Whenever, at any stage of progress, it is desirable to introduce a new word or a new expression, the teacher will make a few statements in which the new term is correctly employed. These statements, which serve as models for the pupils should be sensible and interesting—occasionally striking or humorous—so as to command attention.

They should be, as far as possible, descriptive in character and sufficiently numerous to make a distinct impression on the minds of the pupils. Every word and syllable should be distinctly and correctly pronounced. They should contain no unfamiliar term except the one which is being introduced.

3. Occasionally, a new word requires no interpretation, its meaning being evident from the context or from some attendant circumstance; but as a rule the meaning of a new term must be suggested to the pupils by the use of an object or picture or gesture or by means of some other device provided in the Teachers Manual or invented by the teacher. The devices employed for this purpose should not be capable of two or three different interpretations but should convey the meaning intended clearly and exclusively. For instance, a piece of lead pipe shown to a class with the statement: *Voici du plomb*, would probably suggest to different pupils the two meanings, lead and pipe. As several statements are usually made to illustrate the use of a new word, different plans may, if necessary, be employed at the same time for the purpose of interpreting its meaning. More and more as the vocabulary possessed by the pupils increases, new words may be defined in terms already familiar to them.

4. The vocabulary employed during the first few years of the course contains but little that is abstract or difficult of explanation by the means which have been suggested. It is, however, important that there should be no failure of comprehension on the part of the pupils. When a new word is difficult to explain in French, it is advisable to give the English equivalent for it. The English meaning should be given by the teacher at the moment of uncertainty and with as little interruption of the French lesson as possible. It is not desirable at this stage to ask the pupils for English equivalents or in any way to encourage in their minds the habit of translating.

**Blackboard.**

5. All new words and those receiving special attention during a lesson should be written on the Blackboard.

A word is better remembered if it is seen and written soon after it is heard and used. Pupils learn to spell and to read without much trouble if the Blackboard is used judiciously.

There is a distinct advantage in grouping together words of the same function. Nouns (with their article), Adjectives, Prepositions, Verbs (with their pronoun).

For phonetic purposes, words may sometimes be grouped according to a common sound. See "Reading Lesson," Par. 38.

None but words in actual use need be given Blackboard space, and these are best written detached, not in sentences. The work on complete sentences belongs to the grammar section and should not be allowed to interfere with the progress of the oral work.

The occasional use of the phonetic transcription, in addition to the conventional spelling, will add precision and interest to every part of the work.

6. In the Sixth and Seventh Years and perhaps in the Fifth, all pupils should be required to copy new words from the blackboard into a note-book kept for the purpose. These note-books should be ruled to correspond to the form used by the teacher when writing the words on the board and should be inspected from time to time by the teacher so as to ensure neatness and system.

#### Practice.

7. The next stage of the work, the stage of practice, takes up more time and calls for greater skill on the part of the teacher. The pupils get practice in pronouncing words and in composing sentences in the following ways:

8. *By repeating sounds and words* after the teacher. This exercise is chiefly used in the early stages of the instruction, though it may be practised at any stage.

9. *By completing statements* begun by the teacher. This exercise is of value in grammatical practice and may be extended to other uses. For example, having explained that the adjective *droit* goes with a noun having "le" before it and that *droite* is used with a noun preceded by "la," the teacher, using suitable gestures, begins such phrases and sentences as the following: *Le bras—*. *La main—*. *Je me touche la joue—*. *J'indique mon pied—*, etc. The pupils complete these statements by adding *droit* or *droite* in concert or individually as the teacher may direct.

10. *By answering questions put by the teacher*. The first questions should be very simple, leading the pupils to form simple statements similar to those which the teacher has already used, as explained in Section 2. Further questions will call for statements which are something more than mere repetitions of the models just given by the teacher. The use of the new word will be asked for in other settings (settings which have been used previously for other words) and the work of *oral composition* will have begun.

It must not be forgotten, however, that pupils cannot be expected to invent new settings. If they invent a construction it will probably not be a French one. French sentences are not to be treated as problems to be solved by much thinking. Our only authority for using certain words arranged in a certain order is that we have already heard similar words similarly arranged. Even if our pupils were provided with all the grammatical data required they could not be expected to

produce good French constructions. Direct method teaching is diametrically opposed to this process.

Our main concern, as teachers of French, is to make our pupils understand certain French words, make them familiar with a limited number of settings in which these words may occur, and finally induce them to use correctly what they have heard used under similar conditions.

This does not mean that the pupils must be taught to repeat parrot-like a certain set of sounds in answer to a certain other set. Comprehension comes first in order of importance; accuracy, like all other technical skill, is the result of practice.

The habit of attention is essential to the success of this exercise and every pupil should be expected to *think out* the answer to every question. The questions are addressed to the whole class to be answered by a single pupil, indicated by the teacher. There should be sufficient delay after the question is put to enable the slower pupils to compose their answers but the pupil then called upon should be encouraged to answer promptly and the teacher should be ready to give the next question immediately lest the work drag and become wearisome. Of course any answer requiring drill may be repeated by the whole class on the signal "la classe." Simultaneous answering fosters inaccuracy and inattention and should not be encouraged except for the purpose of drill, as suggested above, in which case a judicious admixture of simultaneous and individual answering is recommended.

Though in large classes it is difficult to induce every pupil to participate actively in the oral work, teachers should make a point of obtaining, from each pupil in the class, at least one statement in French during the lesson.

For the sake of practice, the pupils should be required to give complete and negative answers when the questions admit of them. Thus, a satisfactory answer to: *Avez-vous des pommes dans votre sac?* is not: *Non, j'ai des oranges*, but: *Non, je n'ai pas de pommes dans mon sac*. Or better still: *Non, je n'en ai pas, mais j'ai des oranges*.

Pupils must be encouraged to look upon a question as an opportunity offered them to enter actively into the practice work, and not be satisfied with the least possible participation. If, within reasonable limits, some initiative is left to the pupil, the practice work will be much more effective.

Though elliptical answers should not be generally accepted, there is no reason why elliptical questions should not be used quite frequently so as to leave to the pupils as much work as possible. Thus, if the first question has been: *Combien de doigts avez-vous?* The next one may be: *Et moi?* Such elliptical questions as: *Quand? Où? Pourquoi? Avec quoi?* etc., should be used as frequently as possible.

Questions which contain all the elements of the answer required are *weak questions*, and if used frequently will produce a deadening effect upon the work. It is quite possible for pupils to "answer" such questions without understanding either the question or the answer they supply.

Avoid monotonous repetitions. Having made the statements: *Il y a des livres sur la table. Il y a de l'encre dans l'encrier*, etc., for the purpose of introducing the expression *il y a*, do not immediately ask the questions, *Qu'est-ce qu'il y*

*est sur la table? dans l'encrier?* Better ask, *Qu'est-ce qu'il y a dans le panier? sur la chaise?* each question containing a new element.

11. *By asking questions* which may be addressed to the teacher, to another pupil or to the class. This exercise may take different forms: one pupil questioning the class, each pupil putting one or more questions to the teacher, or to the class, etc. It is recommended for occasional use only and should be discontinued if it is found to result in waste of time.

12. *By making a spontaneous statement on a familiar subject.* As the pupils advance in their work they should gradually be led to express themselves in continuous French without being prompted by questions. When both teacher and pupils have made simple statements on any subject, the latter in answer to questions, the teacher may call for volunteers (or indicate a pupil) to make, spontaneously, a series of similar statements, using the formula: *Parlez-moi de—*. Of course, the teacher will show, at first, what is expected by making a few simple statements. For instance, after *il a* and *il n'a pas* have been explained and the pupils have practised their use, such statements as the following may be elicited from Third Year pupils: *Georges a deux bras. Il a deux mains. Il a deux pieds. Il n'a pas deux têtes. Il n'a pas deux bouches*, etc. Longer and more difficult sentences will naturally be used in higher classes where the oral exercise should be regarded as a definite preparation for a written sketch or composition. Teachers are asked to give their pupils a little practice in written as well as oral composition, following the plan outlined above.

### Comprehension.

13. If there is the slightest reason for suspecting that all the words in a French statement are not clearly understood, pains should be taken to find out immediately where the trouble lies. It is a good plan to encourage the pupils to stand whenever they have failed to understand what has been said. The teacher will immediately restate in English what was not understood in French and the work will be resumed without further delay.

Perfect comprehension at all stages of the work is essential, and all other considerations must be sacrificed to this one. Special caution must be exercised when talking in French about things that may be outside the experience of the pupils. A few minutes' talk in English about what is to be discussed in French would be time well spent if it insures greater facility in comprehension.

### Pronunciation.

14. Reference will be made in these notes and in subsequent circular letters to the following books, copies of which have been placed in each school:—"Jack's International Dictionary" (Phonetic), "Dumville's Elements of French Pronunciation and Diction," "Viëtor's Elements of Phonetics" (adapted by Rippmann), Richard's French Speech and Spelling, and "Churchman's Introduction to the Pronunciation of French." If additional copies are required in the larger schools they will be sent on application.

Teachers are advised to examine these books, taking note of their contents in a general way so as to be able to refer to them as occasion arises. Their attention is drawn to useful notes on the following topics:

*Liaison*, see Churchman, pp. 56-58, and Dumville, pp. 133-142. *Elision*, see Dumville, pp. 143-146. *Length or Quantity*, see Rippmann, p. 106, and Churchman, pp. 27-28, and Dumville, pp. 151-154.

15. Taking as our standard of pronunciation that of the International Phonetic Association we have selected Jack's International Dictionary, based on the Phonetic Dictionary of the Association, as a class-room guide. Jack's dictionary gives only one rendering for each word, though, of course, some words may be correctly pronounced in more than one way. For the words, *août*, *aujourd'hui*, *automne*, *déjeuner*, *espérer*, *exemple*, *exercice*, *expirer*, *exprimer*, *juillet*, *juin* and *maison*, an alternative pronunciation is inserted in the vocabularies appended to the school texts. In these cases the first of the two options given in the Oral Lessons is the one recommended for uniform use in our schools, though either one may be accepted in examinations. If other questionable renderings are found in the dictionary they should be reported to the Supervisor of French who will, if necessary, add the words to the foregoing list.

16. Teachers of French are expected to conform to this standard in their own speech, in their teaching, and in examining their pupils.

17. A good deal of attention is given during the First Half Year of French (III-1) to the fundamental speech sounds represented by phonetic symbols. These aids to pronunciation should be used, when need arises in all subsequent classes.

18. It is not by spasmodic phonetic drills that a correct pronunciation will be established, but by giving correct models and insisting, at all times, upon a careful rendering of the sounds.

Periodic phonetic drills are to pronunciation what copy-book exercises are to the writing. They are practically useless if their influence is habitually counteracted by slovenliness at other times.

19. It is understood that not much time is to be spent in correcting the characteristic accent of French-Canadian pupils.

20. All teachers of French are advised to learn the phonetic symbols so as to be able to determine readily the correct pronunciation of the words which they teach. These symbols may be found in Jack's Dictionary, pp. 8-9; in Churchman's Introduction, p. 3; or in Dumville's Elements, p. 165. The few symbols which differ from the regular letters may be copied in a few minutes and learned in half an hour. The necessary practice in reading the phonetic transcription may be obtained by referring to Jack's Dictionary, the vocabularies appended to the Oral Lessons, Parts III and V, Dumville's Elements, pp. 166-241, or Oral Lessons, Manual and Reader, Part I.

The phonetic script differs slightly from the printed characters. Some specimen letters and words follow:—

Imprimene : a ɔ ø ə ʃ :  
 Ecriture a 2 œ ɾ f ~

Le kriting fr̄netik ɛ dyn ytilite  
 tre gr̄ad d̄a le klas, pur de  
 dikte, dez egzersis dr grammer  
 e tut espes dr travo dr so z̄ar.

21. The use of the phonetic symbols should be confined to the blackboard and to the special exercises found in the pupils' books of the revised course. When pupils write French words they should always use the usual spelling. Special exercises on the different sounds may be found in Dumville's *Elements*, pp. 166-211, and in Churchman's *Introduction*, pp. 59-65. The Teachers' Manual Part I, *Oral Lessons*, contains some hints on methods of presentation.

#### Syllabification.

22. It is necessary in all grades to pay constant heed to the difference between the two languages with regard to the division of words into syllables. In English we say fin-ish in French fi-nis. Remember that most French syllables are not "closed" but "open;" viz., they do not end in a consonant but in a vowel sound. This applies, not only to single words, but to sound groups such as the following:—*Il est assis dans un jardin*, which is heard as: *i l̄ la si dan zun jar-in*.

Note, in this example, that the letter groups *an un* and *in* stand for single vowel sounds, and that, to avoid corrupting the vowel *a* in *ja*, the *r* becomes an initial trill in the last syllable.

Disregard for the differences between French and English syllabification is the most frequent cause of mispronunciation. Pupils should be made to acquire early the habit of speaking and reading in *French Syllables*.

23. Teachers are particularly advised to study the rules on this subject to be found in Churchman, p. 5. Under these rules the nasal vowels lose their nasal quality if followed by another single vowel or if the *m* or *n* is doubled. In *ardin*, for instance, *in* is a nasal vowel, but in *jar-di-nier* the *i* and *n* are separated

in pronunciation. In the first *no*, the second *no*, only one of the *n*'s being pronounced. See also the same in p. 22 last three lines and top of p. 23.

### Accent.

24. In French, there is no accented syllable as in English. With the exception of the *imposant* syllable, every syllable of a French word should be heard distinctly and equally. The tendency is, as in English, one particular syllable being given the accent. Thus the English *inter-negative*: *Cán-ada*; become in French *inter-négatif*, *Can-ada*. When the word ends in a vowel sound, all the syllables are of the same length. In other cases the last vowel of the word is often long. See also Chardinian, pp. 6-7, and Dumville, pp. 120-125.

### Enunciation.

25. Every syllable of every word must be heard distinctly, not only by the teacher, but by every member of the class. No statement should be accepted that is not clearly audible from beginning to end. This principle is fundamental, and no excellent work can be done in language teaching until it is fully recognized and constantly practised. Not only are mistakes in construction and pronunciation perpetrated through carelessness of enunciation, but some of the best features of oral work are destroyed if rambling or glibbed answers are tolerated at any time. Inherent answers are not only discourteous, they are also, to the other members of the class, a source of fatigue and consequent inattention.

### Prompt Answers.

26. The habit of answering promptly and boldly should be encouraged. No amount of hesitation will induce correctness; on the contrary, it is well at times for teachers to make light of faulty answers if by so doing they can encourage duller or backward pupils to take an active part in the work. Any answer, however defective, is worth accepting provided it contains evidences of comprehension. This does not mean, however, that errors should remain uncorrected.

### Correction of Errors.

27. In the course of the oral work, if a pupil makes a mistake, the teacher is advised to restate correctly the part of the sentence that was defective.

This way of correction should not generally be offered to other pupils who, not only may fail to get right what is wrong, but will probably repeat the mistakes and tell others. Mistakes in gender and in enunciation, like certain discursive and verbal faults, are very contagious.

There are no cases on record where classes have firmly acquired wrong values, and when the mistakes first formed, an unwise process of "correction" can only emphasize the error instead of the correct value.

To call attention to an error by repeating it prominently, or to allow mistakes to go uncorrected, only to say "they may be corrected" is to invite future trouble.

One of the fundamental principles of the Direct Method is, that familiarity with correct forms develops in pupils an "instinct" to use these forms in preference to others. If pupils are allowed to become equally familiar with right and wrong, they develop no instinct at all, and the frequent repetition of errors will certainly develop an instinct in the wrong direction.

If when attempting to use new words or new constructions, it is found that the pupils blunder repeatedly, the "practice" should be stopped, and a number of correct examples supplied by the teacher.

#### **Attention and Alertness.**

28. In French oral work it is important to hold the constant attention of the whole class. Even momentary inattention on the part of a few pupils is harmful to them and to the others. Attention should be provoked in the pupils. It cannot be imposed by the teacher and maintained by mere disciplinary measures. Habits of attention are developed in a class by subtle devices of a psychological order. Ideal oral work is of such a character that the pupils want to listen. Perfect silence, good positions, absence of distracting elements, a clear, well regulated voice, a bright and well presented lesson are the first essentials. As in physical drill, the attitude of "attention" should always be associated with alertness and should be relieved only at the direct command of the teacher.

If for any reason the attention of the class seems to be waning, it is useless to continue the oral work any longer. A change of programme is desirable, this may take the form of reading, dictation, the song, or a grammatical exercise.

To further develop alertness on the part of the pupils, the teacher should, as far as possible, put a question once only. The repetition of the same question two or three times in succession not only encourages inattention, it discourages mental agility and is moreover a waste of valuable time.

#### **Class Phrases.**

29. Although the use of English may be necessary for the purpose of ensuring comprehension it is well to create a French atmosphere in the classroom during the French lesson period, to the fullest extent possible. Incidental comments by the teacher and instruction to the pupils not forming a part of the French lesson proper should be given in French, more and more, as the pupils proceed to higher grades. French expressions which may be used by the teacher for this purpose are given below and others may be added to the collection as they suggest themselves. Many of these may be interpreted by the usual direct method devices, others will require brief explanation in English:—

Bonjour, mes élèves. Savez-vous votre leçon? Je vais vous faire quelques questions. Ecoutez tous. Ne touchez pas à cela. Tenez vous droit. Répondez bien distinctement. Tout le monde ne vous entend pas. Allons, dépêchez vous! Nous attendons! Comprenez-vous ce que je dis? Quel mot ne comprenez-vous pas? Est-ce compris, maintenant? Répétez cette phrase. Quel est l'infinif de ce verbe? Faites entrer ce mot dans une autre phrase.

AU TABLEAU.—Venez au tableau. Prenez la craie. Effacez ce mot. Appuyez d'avantage. Nettoyez le tableau. Reprenez votre place.

Prenez vos cahiers. Copiez les mots qui sont au tableau. Faites trois colonnes. Faites cela soigneusement. N'écrivez pas au crayon. Ecrivez à l'encre. Soignez votre écriture. Vous griffonnez! Quelles pattes de mouche! Votre écriture n'est pas lisible. Voilà qui est bien écrit! Voilà qui est mieux!

LA LEÇON DE LECTURE.—Prenez votre livre de lecture. Ouvrez le à la page vingt et un. Nous allons lire. Regardez vos livres. Suivez le texte pendant que je lis. Montrez-moi le mot. Lisez après moi. Relisez maintenant ce que j'ai lu. Qui veut commencer? Allons, lisez le premier paragraphe. Un peu plus haut. On ne vous entend pas. N'allez pas si vite. Un peu plus lentement. Articulez bien. Assez. Cela suffit. Le suivant. La suivante. A qui le tour? C'est à vous à lire. Avez-vous tous lu? Eh bien, mettez vos livres de côté.

DICTÉE.—Nous allons faire une dictée. Etes-vous prêts? Allons, écoutez bien! Soyez attentifs! Je lirai d'abord le morceau. N'écrivez pas encore. Le morceau a pour titre:—Ecrivez maintenant. Est-ce que je vais trop vite? Ne négligez pas la ponctuation. Virgule. Deux points. Point et virgule. Un point. Un point, à la ligne. Un tiret. Ouvrez les guillemets. Fermez les guillemets. C'est tout. Je relis. Suivez la lecture. Relisez. Corrigez vos fautes d'orthographe. Comment épelez-vous ce mot? Epelez donc en français. Combien de fautes avez-vous? Vous n'avez pas de fautes? C'est très bien! Je vous félicite. Vous n'en avez qu'une. C'est bien! Vous faites des progrès. Vous en avez deux seulement? C'est assez bien. C'est passable—Ce n'est que médiocre—Ce n'est pas fameux! Vous pouvez mieux faire. Recopiez les mots corrigés. Vous aurez dix points pour une dictée sans fautes.

LEÇONS ET DEVOIRS.—Comme leçon, pour demain, vous apprendrez . . . Pour la prochaine fois, vous préparerez . . .

Faites une révision des mots nouveaux. Apprenez l'orthographe des mots suivants:—

Votre devoir sera d'écrire au pluriel les mots . . . Vous mettrez ces phrases au singulier. N'oubliez pas la marge! Ecrivez de votre mieux!

LA SORTIE.—La classe est finie. Rangez vos effets. Ramassez ce papier. Est-ce que tout le monde est prêt? Debout! En ligne! Avancez! Gardez vos rangs. Ne traînez pas les pieds. Au pas! Halte! Rompez les rangs.

### Memory Work The Song.

30. The prescribed work includes one French song for each Half Year. Teachers are advised to begin work on the song early in the session, with one or more oral lessons on the words of the first verse. If the usual methods do not suffice to convey the meaning of the lines, difficult passages may be translated. The words of the song should be made the basis of a careful drill in pronunciation, especially as it is easier to avoid the "glides" in singing than it is in speaking. It would be distinctly harmful to memorize the words incorrectly. Syllables containing a mute *e* (an *ese*, *et* like) are usually pronounced, in singing, like *e* in the article "le". When the pupils can recite the words correctly, understanding their meaning, and by the end of the first month, they should be allowed to sing them by way of diversion, and the other verses should be taken up singly in the

same way. Towards the end of the session they should be able to sing the verses without referring to their books, which is the requirement for examinations.

Class teachers who do not take their own singing must teach their pupils to *recite* the words of the song. Principals are asked to decide (say when one verse has been mastered) whether it is practicable to have the music taught or not. The memorizing of the words should in no case be omitted—our course should rather be strengthened in that direction.

### Review.

31. A certain amount of review work is done incidentally in presenting new material. In addition to this, it is well to introduce review questions related more or less closely to the subject in hand, at convenient moments in the progress of nearly every lesson. By keeping the increasing vocabulary in constant use, the words soon become fixed indelibly in the memories of the pupils. Old material should be re-introduced in new constructions, not merely repeated in the form in which it appeared in the previous lessons.

Teachers are advised to make notes, as they proceed, of the important words and constructions contained in each lesson, and thereafter to incorporate them, few or many times, as may be necessary, in preparing new lessons.

### Essentials of an Oral Lesson.

32. Though the type of an oral lesson may vary with the material to be treated and with the degree of proficiency of the class, the main lines of procedure will be as follows:

(a) Statements or questions by the teacher, involving none but known words and leading logically to the *introduction* of some new word.

(b) *Illustration* of this new word in statements that are likely to bring out clearly its meaning.

(This work is considerably helped by suitable objects, pictures, gestures or a few words of English).

(c) Writing of the new word on the *blackboard*, and reading of the word by the teacher and the pupils.

(d) Questions (which might be called *feelers*) the object of which is to supply the teacher with satisfactory *evidence that the new word is clearly understood*.

(e) Numerous questions involving the *practice* of the new word in as many settings as possible.

Words that have not been used prominently for some time should be treated as suggested in sections c, d, and e.

### The Manual.

33. The Teachers' French Manual suggests a means of introducing new material as suggested in section (a). It provides generally some help in sections (b) and (d), but does not supply all the requirements of sections (b), (d) and (e).

The requirements of (b) and (d) vary according to the attention, the ability, the memory and the general proficiency of the class, no book could take the place of a teacher in dealing with these variable quantities.

The Manuals of the revised course supply practically all the help needed in sections (b), (d) and (e). When the Manual gives numerous illustrations of a new word it is inadvisable for the teacher to supply without a break all the contents of a lengthy paragraph. Pupils cannot listen profitably to an exposition lasting several minutes. Moreover, it is not the oral activity of the teacher, but the oral activity of the pupils that constitutes successful teaching. Two or three statements by the teacher are generally sufficient at one time. These should be followed up immediately by the (c), (d) and (e) phases of the oral work.

As the material for the oral lessons is sufficiently elaborated in the revised Manuals, the work should go forward as briskly as possible and the interest of the pupils stimulated at every lesson by the appearance of some new elements.

An average class will easily acquire 40 or 50 new words a month.

#### Objects and Pictures.

34. The objects required for the oral French lessons are named in the Teachers' Manual at the beginning of each lesson. A permanent collection comprising most of these objects can easily be formed by each teacher with the voluntary assistance of her pupils. Such articles as *books, pencils, watches, etc.*, are always on hand, and need not form part of the permanent collection. A few articles such as a *water pitcher, glasses, etc.*, if not already in use in the school and available for this purpose, should be purchased by the Principal at the expense of the Board.

The mounted pictures used in the Third Year are required so frequently, both for teaching and for review, that each class-room should be supplied with a complete set of them. For other classes a sufficient number should be provided to prevent inconvenience or loss of time in sending from one room to another.

#### Other aspects of the French Work.

35. If half an hour is the time allotted to a French lesson, about 20 minutes of this time should be devoted to active oral work. As many as six new words may be presented, illustrated, and practised satisfactorily in this time. The remaining ten minutes will be well used if given to Grammar, Reading, Dictation or Written tests.

#### Grammar.

36. The grammar work should be practical; no mention need be made of rules until the pupils are so familiar with examples that they can, by mere observation, see the rule through its practical issues.

The most satisfactory way of teaching French Elementary Grammar is to write on the blackboard a sentence recently used and clearly understood. Then write some modifications of it in person, gender, number or tense.

Thus, write on the blackboard

Singulier,

*La tasse est blanche.*  
*Elle contient du café.*

Pluriel.

*Les tasses sont blanches.*  
*Elles contiennent du café.*

Then ask the pupils to observe and to state what differences they see between the singular and the plural forms of the illustrations before them.

Then, covering up the singular, allow the pupils to reproduce it from the plural. Then, covering up the plural, allow the pupils to reproduce it from the singular, or orally first, then in writing. The work is finally corrected by comparison with the originals.

It is well for pupils to preserve, in special note books, the records of such modified sentences. If these are copied out accurately, on opposite pages of the note book, and numbered consecutively, they are then available for study and rapid review work.

After these changes have been sufficiently illustrated in similar sentences, the pupils will be asked to apply the results of their observation to other sentences of the same type.

As the work advances in difficulty, pupils will extend their practical work to a series of statements naturally connected.

"*Je prends mon livre, je l'ouvre, j'apprends ma leçon, etc.,*" is a natural series. The complete tense of a verb is not.

### The Pronouns.

37. Pupils should be encouraged to use the Pronouns (subject and object) whenever they can be suitably introduced in their statements. They should not, however, be given the impression that these pronouns are to be used always or only when the teacher uses them in the question.

### A Reading Lesson.

38. The reading of the material used in the oral lesson should follow, as early as possible, the oral lesson itself.

Individual reading is occasionally necessary for testing purposes, but such work does not constitute a *Reading Lesson*. If we ask our pupils to read without guidance, we merely offer them the opportunity of making mistakes. These mistakes are heard by the class, and, though they may be corrected by the teacher, they will produce a detrimental effect upon the sound work.

To prevent this, the teacher will read slowly the selected portion while the pupils keep their eyes on the printed page. It is even well to ask them to keep a finger moving along the line that is being read, so that they may be able, at any moment, to indicate the last word read.

When a few lines have been studied in this way, the teacher will read them over again, a group of words at a time, and the pupils will read them in concert while the teacher, moving among the pupils, keeps record of the sounds imperfectly rendered.

The words containing these difficulties are now written on the B.B. and a special drill given on these sounds.

The Reader, Part II., provides, under the heading Ex. A, lists of words classified for drill on individual sounds. The teacher reads one set of words, isolates the sound that is common to them all, and asks the pupils to reproduce it simultaneously. Incidentally the organic position required for the sound may be recalled, and as soon as the sound is satisfactorily rendered, the list is read by the whole class following the teacher's lead.

Individual reading, for the purpose of testing the pupils, may be taken up at odd moments when the class is engaged on work not requiring the teacher's supervision. The pupils are called up at the desk, one at a time, and their individual difficulties attended to inconspicuously.

#### Translation.

39. When the reading of the text in the Pupils' book has been done as suggested in the preceding paragraph, let the text be translated into English by the pupils. To insure perfect comprehension of every word, the translation may, here and there, be literal provided it be followed immediately by a good English rendering. Not much time should be spent on this work which is but a precautionary measure. This translation may be followed by a few questions in French on the text itself; the pupils finding in their books the information asked for.

#### Spelling.

40. A suitable time for calling attention to the spelling, is immediately after the reading. Illustrate the phonetic value of such syllables as *oi*, *an*, *on*, *ille*, *é*, *er*, etc., by writing on the blackboard a list of words containing a particular syllable, and let the pupils read these words carefully. Such lists may, occasionally, be dictated; this work will pave the way towards the dictation of sentences.

#### Dictation.

41. All pupils, except those of the Third Year, should be able to write, from dictation, simple statements containing the main elements of their oral work.

They should know the spelling of common words (within the limits of their reading) and of the grammatical forms assigned for study.

Thus, if the words "cheval" and "animal" are within the limits of their work they should be able to write from dictation: "*Le cheval est un animal.*"

If they have studied plural forms, they should be able to write: "*Les chevaux sont des animaux.*"

Dictation is a grammatical exercise and should always be treated as such, except perhaps in the earliest stages where the pupils learn the conventional spelling of simple sound groups. If the same sentences are, again and again, given in dictation, there will be a tendency to memorize the data, and the main object of the work will be destroyed. To prevent this work from becoming a mere memory exercise, a sentence should seldom be given twice in exactly the same form.

Three minutes' thoughtful work on one suitable sentence will be more profitable than ten minutes on a longer and less suitable dictation.

#### Examinations and Marks in Oral Work and in Reading.

42. In all grades except the Seventh Year, Second Half, the marks for Oral Work will be assigned by the teacher in accordance with the following instruction:—When you have become familiar with your pupils, say after a month or six weeks of work for them, write their names in a list arranged approximately

in order of attainment in Oral Work. A little later, rank the pupils approximately with reference to their attainments in reading. Continuing thereafter to observe their daily work, modify the ranking from time to time as the work proceeds, taking special pains in doubtful cases to test the work of two or more pupils in the course of the regular lessons.

Towards the end of the session assign to each pupil the number of marks you think his Oral work or his French reading entitles him to, taking care to place those who are not strong enough to proceed to a higher class below the line of pass marks. In January and in June all classes will be given a final test and a class average mark will be assigned for Oral French. The marks of individual pupils must then be raised or lowered so as to make the class average correspond to the average assigned by the Supervisor.

At the final examination, pupils may be asked to read any material based on the oral work, or any detached words containing typical French syllables.

43. Third Year, First Half classes will be tested in audition, comprehension and simple oral exercises taken from the Manual, Part 1, ch. I-III inclusive.

44. Third Year, Second Half pupils will be tested on the oral work developed in ch. IV-IX inclusive. They will also be asked to read any sentences taken from their Reader (right hand page) and the memorized song will be heard.

45. Teachers of all grades are expected to have in readiness the objects and pictures used in connection with the lessons, and the two lists referred to in par. 42.

46. In Seventh Year, Second Half classes, individual marks for Oral French and Reading will be determined by special examinations conducted by the Supervisor at intervals during the half-year. The mark sheets used for this purpose should be carefully preserved by the Principal of the school, and must be available at the time of the Supervisor's visits.

#### **Distribution of Marks.**

47. The marks for French are distributed as follows for all classes, except Third Year:

Oral French (60 marks) .....	{ Oral (50). Reading (10).
Written French (40 marks) .....	{ Grammar (30). Dictation (10).

## WRITING.

1. In the writing lessons attention should be given to each of the following: —
  - (a) Position of the body and the proper manner of holding the pen.
  - (b) Movement Exercises. Some time should be given to these at the beginning of every lesson.
  - (c) Writing in the Copy Books.
  - (d) Practice of the copy and other exercises on practice paper.

The amount of work required in the Copy Books is a minimum, but if properly applied, is sufficient to give definite form to the handwriting. A large amount of practice work—movement exercises and of the copies—should be done at each lesson.

2. Writing with the pen should not be introduced until Second Year, Second Half or Third Year, and pupils should not be allowed to write with short pencils.

Pupils of a class should write the same copy at the same time. This will enable the teacher to instruct them simultaneously on the same points. They should not, however, be required to write the same word at the same time. Copy Books should be written continuously line by line.

3. Pupils must be encouraged to write a large semi-upright hand, and all school exercises must show the semi-upright style. Any that do not indicate a faithful attempt on the part of the pupil to reproduce the writing of the Copy Book, or which give evidence of carelessness in other respects should be rejected and rewritten. Accuracy in the formation of letters must precede ease and rapidity. In Primary Grades particular attention must be given to correctness of form; some attention, however, must be given in all grades to securing freedom of the hand through the "Movement Exercises."

In the higher classes—Sixth and Seventh Years—pupils must be encouraged to write a smaller hand than in the Primary Grades and somewhat more rapidly.

6. Pupils will be encouraged if written exercises, that show care and improvement, are selected daily and placed where they may be examined by the Principal, visitors and class-mates. Principals should take special care to notice such exercises.
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COURSE.

- (a) The forms and names of letters.
- (b) Copying letters, words and sentences from the blackboard.
- (c) Short sentences written from dictation.
- (d) Drill exercises in pencil-holding and in the position of the hand.

1. Paper used for teaching writing must be ruled so that the writing shall be at least as large as that of the first copy book to be used (about  $\frac{1}{8}$  inch.)

2. To allow freedom for the movement of the hand the writing should begin a short distance from the left hand margin.

3. In print the letters of a word are not connected; in the written word the letters are joined together. It is important that a child's first attempt should include the essential feature of *continuity*.

5. To carry out the above idea, in a natural and easy manner, the alphabet should be divided into groups of letters, according to the ease or difficulty of writing them in words. The first or simplest groups will contain *single space* letters only, which can be easily written together so as to form such words as *in, me, men, sun, see*. Only words formed from letters that have been taught separately in this way should be given as exercises.

The following grouping is recommended:—

(a) i, n, m, u, w.	} Short Letters.
(b) o, c, a, e, x.	
(c) r, v, s.	
(a) l, b, h.	} Long Letters
(b) g, y, j.	
(c) t, d, p.	
(d) k, q, z, f.	
(a) U, V, W, Y, X, Z.	} Capitals.
(b) P, B, R, H, K.	
(c) N, M, A.	
(d) T, F.	
(e) I, J.	
(f) C, E, G.	
(g) S, L, O, D, Q.	

6. The semi-upright forms of letters to be found in Philips' system are the only forms that may be taught. Models of both small letters and capitals (as they are required) should be placed and kept on the blackboard.

7. Teach the semi-upright forms of figures as found in Philips' copy books.

**PHYSICAL TRAINING.****Revised Memoranda of Instructions.**

The Board at its meeting on the 15th of January, 1914, adopted the recommendations of the joint meeting of Principals and Teachers of Physical Training in regard to revision of the Memoranda of Instructions governing work of Physical Training in the Public Schools. These Instructions as revised read as follows:

1. Two minute exercises known as "Setting-up Exercises" shall be given daily in all classes, two each forenoon and one each afternoon. These exercises should be given at such hours as will best relieve the bad effects of continued sitting. Teachers of Physical Training shall devote a part of their time each week to giving model or typical lessons in Setting-up Exercises in the classrooms in the presence of the class teachers (1908) and one such lesson shall be given in each class each month (1911). The time allowance for this work shall not exceed ten minutes a month for each class (1913).

2. The numerical limits of the different classes shall be those laid down in the Board's Regulations for the respective grades (1908). In cases where it is necessary to allow classes to exceed these limits, a proportionate allowance shall be added to the teacher's salary as indicated in Paragraph 16 of Article XI., of the Regulations of the Board (1913).

3. Pupils of Third to Seventh Year Classes inclusive shall be instructed in the Gymnasium and shall be arranged in classes separate as to sex in Fifth, Sixth and Seventh Years and in the Fourth Year, if possible. The pupils of the Third Year shall be arranged in separate or mixed classes as the school may decide.

4. In schools where it is possible to do so without interfering with the work of other classes, pupils of the Second Year Grade shall be instructed in the Gymnasium in Organized Play, Folk Dances, Setting-up Exercises, and work essential and preliminary to these, provided that such pupils are in attendance in school for four and a half hours daily. Such pupils shall be given one or two half-hour periods in the Gymnasium each week as the school may decide. Pupils of Second Year Classes in attendance for three hours a day only, shall not be taken to the Gymnasium unless it be at one of the recess periods or when otherwise arranged for at a conference of the Principal, the Supervisor and the Superintendent (1913).

5. Pupils of classes from Fourth to Seventh Year inclusive shall be given two half-hour periods of Instruction Weekly (1908) and those of Third and Fourth Year two half-hour or three twenty-minute periods as the school may decide (1913).

6. No part of the time of the teacher of Physical Training shall be given to the First Year Classes other than that required for giving model lessons in the "Setting-up Exercises" (1908).

7. No teacher of Physical Training shall be required to give more than five hours daily to the teaching of her subject except with the express consent of the Board and the teacher interested (1908).

8. The work of Physical Training shall be placed on the daily programme as late in the forenoon and afternoon as possible, and in cases where the Principal, the teacher of Physical Training and the class teachers interested, desire to take one of the two weekly periods of any class after the close of the afternoon session, the Board grants the necessary permission (1908).

9. In schools where there is a demand for it, a part of the time of teachers of Physical Training may be given after school hours to the direction and supervision of Organized Games in the Gymnasium, provided that due regard be given to the condition stated in paragraph 7 of these Instructions, and that not more than two one-hour periods be so given each week.

10. In cases where the number of classes in Physical Training makes it impossible for the teacher to carry out the provisions of paragraphs 4 and 5 of these Instructions, less weekly time shall be given to the classes of Second, Third and Fourth Year Grades and no reduction shall be made in the time indicated for Fifth, Sixth and Seventh Year Grades (1913).

11. All pupils doing work in the Gymnasium shall be provided with running shoes, and these must be kept in the school. The Board will provide a Form which may be sent by Principals to Parents, stating that running shoes are needed for the work in the Gymnasium (1911).

12. Principals and teachers shall discourage children from wearing overstockings, rubbers, running shoes, leggings or other outdoor garments in school.

13. Teachers of First and Second Year classes shall give some time to the playing of games in addition to the time given to this work by the teacher of Physical Training (1911).

14. Teachers of Physical Training shall adopt as a uniform style of dress either a walking-skirt and shirtwaist, or navy blue bloomers and middy, or other recognized Physical Training costume, approved by the Supervisor (1911).

15. In regard to the changes necessary in the dress of pupils for work in the Gymnasium, the time required for one of these changes shall be taken from the ordinary class work, and the other from the Physical Training period (1911).

16. The amount of weekly time to be given by the teacher in each school to the subject of Physical Training shall be fixed for each half year at a conference of the Principal, Supervisor and Superintendent, and be subject to the approval of the Board (1913).

## Course of Instruction.

The objects of Physical Training are to		
EDUCATE	{ By instruction about Laws of	Cleanliness,
THE	HYGIENE	Digestion,
MIND.	{	Nourishment,
		Rest,
		Recreation.
By instruction and practice in		
THE	{ Grace,	Self-control,
PHYSICAL	{ Judgment,	Unselfishness,
AND	{ Muscular control,	Perseverance,
MORAL	{ Courage,	Loyalty.
NATURE		Moral Courage.
To DEVELOP		
AND	{ Bones.....	(to support).
STIMULATE	{ Muscles.....	(to contract).
THE	{ Nerves.....	(to convey messages)
VARIOUS	{ Circulation.....	(to distribute).
PHYSIOLOGICAL	{ Digestion.....	(to prepare).
FUNCTIONS.	{ Nutrition.....	(to rebuild).
	{ Respiration.....	(oxygenate).
By change of work.....(Physical exercises).		
To	{ Spontaneous play.....	(Recess).
RECREATE.	{ Directed Play.....	(Gymnastic Games).
	{ Rest.	

The MEANS.—To accomplish these objects the following outline of methods of instruction is suggested:

FIRST.—Teach pupils the fundamental laws of health, and in the games and exercises demand the observance of the various moral qualities named above.

SECOND.—By systematic graduated exercises aim to develop and strengthen the functions of the body.

THIRD.—By games and advanced exercises.

METHODS.—The methods to be used in attaining these ends shall be:—

FIRST.—Several periods daily of two minute exercises known as "Setting-up-Exercises" conducted by the class teacher, the special object being correction, stimulation and relaxation. During these exercises the classroom windows should be open and the pupils stand facing them.

SECOND.—By two weekly periods of 30 minutes each devoted to the exercises and games outlined below.

Teachers should use their judgment as to the most desirable group of exercises to give, or as to how the half-hour should be spent, according to the varying conditions of the pupils; which conditions will be modified by the following:—

Time of day or year.  
Atmospheric conditions.  
State of ventilation.  
Amount of mental work demanded.  
Home environment.

It being desirable that uniform methods and commands shall be used by the various teachers, the nomenclature in this Manual shall be official till further notice.

In all classes children must be taught deportment, viz.—To exhibit a pleasant manner, to sit, to stand, to walk with ease, to salute teachers and visitors, to ask, to reply, to give, to receive politely, to shun improprieties of speech, action, gesture, to cultivate clean habits and neatness of person. (See par. 1 of Art. XXVI. of the Regulations of the Board.)

### SYLLABUS OF WORK FOR THE GYMNASIUM.

#### SEPTEMBER.

#### ONE HOUR A WEEK.

Teach correct sitting and standing positions in classroom.  
Move class into positions for setting up exercises.  
Move class in and out of room to various exits.  
To Gymnasium, Manual Training Room, Household Science Room.  
Give short talks on personal hygiene, reasons for exercise, etc.  
In the Gymnasium give directions for marching, halting, marking time, changing step, forming files and lines and numbering off.  
Games should consist this month in jumping and relay running.

#### OCTOBER.

#### ONE HOUR A WEEK.

15 minutes for marching with special emphasis on correct carriage, alertness, obedience and accuracy.  
15 minutes for exercises having special corrective value.  
Calling attention of pupils to parts affected and the need of correction. 30 minutes for games of a simple character—passing objects, relay running, tag, etc., according to grade.

#### NOVEMBER AND DECEMBER.

#### ONE HOUR A WEEK

15 minutes for marching, with special emphasis on speed and quick response with boys, and introducing fancy steps for girls. 15 minutes for light and heavy gymnastics with dumb-bells, wands, and apparatus. 30 minutes for games, introducing in the higher grades games of a well organized character.

#### JANUARY.

#### ONE HOUR A WEEK.

15 minutes for marching, introducing figure marching and simple tactics.  
15 minutes for free gymnastics in lower grades and for clubs in IV., V., VI., and VII. years.  
30 minutes for games with apparatus work in upper grades.

**FEBRUARY AND MARCH.****ONE HOUR A WEEK**

15 minutes for marching, reviewing the work of September and October.

15 minutes for free gymnastics.

30 minutes for games.

**APRIL AND MAY.**

10 minutes for marching with figure marching for boys and fancy steps for girls.

30 minutes for teaching and testing chin-up, bar floor dip, high and broad jumps, and hop, step and jump.

40 minutes for games with emphasis placed on health talks, organizations when possible, first aid and games.

**Details of Instructions to be used in carrying out  
Monthly Syllabus of Work.**

In conformity with above teachers should instruct pupils that the proper sitting position is with trunk erect, back of shoulders resting against back of seat, hands resting on thighs, feet under knees. **THIS IS SITTING AT ATTENTION.**

Pupils must not be permitted to occupy seats that are not suited to them in size.

**STANDING AT ATTENTION.**

Body erect, shoulders back and square to front, legs straight, heels together, toes turned slightly out, arms hanging easily by side, chest advanced, hips drawn back, head up and chin in.

**WALKING.**

Body should incline slightly forward, shoulders back and square, the foot thrown forward to the new step and placed upon ground quietly, care being taken never to jar the body; arms should move slightly in rhythm with lower limbs. In going up or down stairs the pupil should step on the front of the foot only, putting the foot down as lightly as possible to avoid all danger of slipping.

The teacher of Physical Training should early seek to use the voice properly in giving a command, and pupils should be able to note from the force and smartness with which a command is given the speed at which a movement or exercise should be done.

Commands should be given clearly and smartly, but the voice should not be strained or forced.

Commands are divided into two parts, CAUTIONARY and EXECUTIVE, for example, the command "Class quick-MARCH." The word "class" calls for attention, the word "quick" indicates the kind of march, and the word "march" gives the instant at which the class is to move.

As a rule if the command is a short one the word "class" should precede it, as "CLASS-Halt."

Commands should always be preceded by an explanation to pupils hearing them for the first time.

If necessary to cancel a command promptly give the order "AS-YOU-WERE."

In the Classroom -

**"CLASS-READY."**

On the word "Ready" each pupil will move smartly out to the right side of seat placing foot in centre of aisle.

**"STAND-UP."** Pupils will spring smartly to attention in the centre of the aisles.

For Physical Exercises take positions.

**1. CLASSES ENTERING GYMNASIUM.**

Classes should generally enter the gymnasium in twos or in fours. They should then be directed to march around the room from right to left till further orders. If it is desirable to have any alteration in the clothing—shoes fixed, or boys take off coats—the class should at once be halted and such alterations or changes made. No pupil should be allowed to fall out of line without the express permission of the teacher. The class should then be put in motion again and as the pupils move around the gymnasium the teacher should note, first, whether they are in step, next, the spacing between the sections or files, then the line or correctness of the covering and the most important of all, the carriage of each pupil.

Great care must be taken to interest the pupil in the correct carriage of the body. Explain in the first lessons the reasons for good carriage and follow this up at every lesson, if necessary. In special cases principals should be asked to call the attention of parents to special need of corrective work for certain pupils. Look for signs of fatigue and illness, and question suspicious cases. If the day is dull or gymnastic lesson follows a long session of regular work, give bright, snappy work—running, hopping, rapid marching, skipping steps or other fancy steps—till circulation and respiration are thoroughly stimulated.

Do not send class back to room fatigued by a long series of order commands—rather give them something imitative and rhythmic. Study your class and try to send them from the gymnasium better for every lesson given.

**2. TURNINGS.**

Class—Right—Turn.

On the word "turn," the pupils will all turn smartly on the right heel and left toe, a quarter of a circle to the right.

"Left—Turn" is the reverse.

Class—about—Turn.

On the word "turn," the pupils will all turn smartly on the right heel and left toe, one-half-circle to the right. This movement should always be done to the right.

**LINES, FILES, SPACING, DRESSING.**

The class is in a line when all the pupils are standing side by side in one or two ranks.

The class is in file when the pupils are standing one behind the other. In order to get the class into a straight line the command "Eyes—Right" "Dress" should be given. A half-arm interval and full arm interval.

On the word "Dress" all pupils but the right hand pupil should turn the head and eyes smartly to the right, and then move forward or backward in line. They should also take up the proper spacing by moving to right or left until they are two or three inches apart in ordinary dressing, half-an-arm's length in half interval dressing, and a full arm's in full interval, and remain in that position till the command, "Eyes-Front."

### 3. NUMBERING.

Drill the class in numbering off consecutively from the right or left, or in a group number of two or three.

Ask all odd numbers to take one step forward, even numbers one space backward.

Ask all fours and multiples of four, or other number, to step forward, till all move smartly and promptly.

### 4. MOVEMENT OF CLASS.

The length of step should be so arranged that the majority can use it easily. The step can be lengthened by the command "Step Out," or shortened by the command, "Step Short," or quickened by command "Step—Quicker."

If the lesson is interrupted pupils should be told to stand at ease or easy.

### TO STAND AT EASE.

Move left foot to left about twelve inches, and clasp hands smartly behind back. The command "Attention" brings class to position again.

To move class in single or double files the command "Quick March" is given. The class should then all step forward promptly in the proper cadence. "Class Halt" should then follow, when all should halt smartly and stand at attention.

"Class—Mark Time," or "Class—Mark Time in Front."

In the first instance all mark time where they were when the command was given, in the next the leading pupil marks time, and the others close up to proper spacing and mark time.

Proper spacing in file is about the space one pupil would occupy, or 18 inches. In double file the spacing would be twice as much.

When class is marking time the command, "Forward" should be given if desired to move, or "Halt" if otherwise.

"About Turn" while marching should be done by the pupils stepping around to the right, not halting and turning on heel and toe.

This drill should be practised when marking time first.

Drill class in stepping short, stepping out, and changing step. The latter is done by taking another short step with the advanced foot, and then moving forward as before.

## 5. CHANGING DIRECTION.

"Right or Left Wheel."

The leading pupil will turn and move at right angles to the previous direction and the class will follow the leader.

"Right or Left Turn," when in file, will bring the class into a line, and should be followed by the caution, "By the Right," or "By the Left," in order to keep the line straight.

The directions, "Half Left Turn" or "Half Left Wheel" can be practised and will be found useful as the work progresses.

## 6. INCREASING THE FRONT FROM FILE.

It is desirable to have the class march in twos, threes or fours at times.

A simple method of doing this is to give the command, "From the Front or the Left or Right—Form Twos, Threes or Fours, etc.," when the pupil leading will mark time for one step and the one immediately behind will step up on his left or right, and so on all down the file. Threes, Fours, etc., are done the same way.

To decrease the front, give the command "Form Single File," or when in fours, "Form Twos."

When the class is marching in line across the room, the caution, "By the Right," or "Left" or "Centre" should be given so that pupils may know whom to keep in line with.

The class should also be drilled in the various changes of time, etc., by the commands, "Rapid Marching," "Faster," "Slower," "Double March," "On the Toes," "Backward," "Step Short," and "Ordinary Step."

The following are suggested as suitable for placing classes put on the floor for Free Gymnastic or other work:—

From the formation of fours give command, "Open Order—March," when outside pupil of each four will take two steps outward and pupils in centre will take one step backward and one outward.

"Close Order—March," brings the class back into fours.

## 7. SIMPLE MARCHING TACTICS.

When the class is in sections of twos, give the command, "Twos Right or Left." Pupil on right turns to right, and left-hand pupil moves up beside partner, so that all will be in line. "Twos Left" will bring the class back into double file again.

If the class is in fours, the command, "Fours Left or Right" can be done the same way, care being taken that the right-hand pupil does not turn too fast for the rest of the section. This movement should be practised at the halt, marching time and then marching.

"Twos About," and "Fours About," can also be done.

"Left and Right about Wheel" should also be taught.

In these movements the leading pupil or pupils wheel smartly to the left or right about, and continue marching in the opposite direction.

The following positions of the trunk, arms, legs, feet should now be taught, so that the pupils can assume any of them smartly at the word of command.

#### POSITIONS TO BE PRACTISED PRELIMINARY TO FREE GYMNASTIC MOVEMENTS.

Hands on hips PLACE.

" " shoulders PLACE.

" " back of neck PLACE.

" " " head PLACE.

" " " waist PLACE.

Arms sideways RAISE.

" forward "

" sideways overhead RAISE.

" forward " "

Left or Right foot sideways, PLACE.

" " " forward, "

" " " to rear, "

" " " front oblique, PLACE.

" " " rear, " "

After teaching the movements above, exercises for various parts should then be taught, as below:—

Exercises for the Forearm.

" " " Upper Arm.

" " " Top of Shoulders.

" " " Back of Shoulders.

" " " Sides.

" " " Abdominal Muscles.

" " " Chest.

" " " Back.

" " " Calves.

" " " Thighs.

" " " Back of Hips.

The following are suggested:—

For forearms—Open and close hands.

" Hand forward and backward bend.

" front of upper arm—Arms forward bend.

For back of upper arm—	Arms upward stretch.
" side "	" to horizontal raise.
" top of shoulders "	" to vertical raise.
" back "	" to rear—swing—spread.
" " "	Shoulders roll.
" Abdominal Muscles	Trunk backward bend.
" Back Muscles	" forward bend.
" Sides	" (rotate or twist), sideways bend.
" " and waist Muscles	" rotate or twist.
" Back of Hips	Legs to rear—swing.
" Front of thighs	Knees—bend.
" Inner thighs	(Legs to rear—raise.) Jump, feet apart.
" Back of Calves	Rise on toes.
" Back of thighs	Legs to rear—raise.
" Front of Calves	Rise on heels.

### OUTLINE FOR GYMNASIUM.

The following exercises are suggested as suitable for work in the gymnasium, but teachers must not confine their instruction to these only. They must modify and add to them according to the grade and ability of the pupils.

### FREE GYMNASTICS.

#### Regular Standing Position.

Open and close hands, arms side, sideways, forward, overhead.  
 Hand bending, 4 positions of arms.  
 Arm swings, 4 positions of arms.  
 Arm circles, " "  
 Arms forward, over head.  
 Arms sideways " "  
 Hands back of head, and head forward and backward bend.  
 Arms stretching sideways and upward.  
 Arms forward raise and backward swing.  
 Hands on hips feet apart place and body bend left and right.  
 Arms forward, overhead raise and body forward bend.  
 Arms sideways raise and body turning left and right.  
 Hands on hips, feet together, and knees bend and stretch.  
 Hands on hips and knees, raise alternately.  
 Hands on hips and stride jump.

### DUMB-BELL EXERCISES.

#### Regular Standing Position or Stride Stand.

Raise arms sideways alternately overhead.  
 " " " together  
 Arms sideways raise, palms up, and bend arms alternately.  
 " " " " bend arms together.

Arms forward raise and backward swing.  
 " " overhead raise.  
 " upward bend and forward and upward stretch.  
 " forward overhead and body forward bend and raise.  
 Hands on shoulders, body sideways bend and arms stretch.  
 Hands behind head, body turn left and right.  
 Arms sideways raise, and knees bend.  
 Stride jump and body forward bend.

All of the above should be done first from position back to position, and some of them can be done with one continuous motion without pausing at position.

### CLUB EXERCISES.

1. Inner front, left and right arms alternately
2. Double inner front.
3. Outer front, left and right arms alternately.
4. Double outer front.
5. Double, to left and right alternately.
6. Inner back of shoulder, left arm.
7. " " right arm.
8. " " left and right alternately.
9. " " both hands simultaneously.
10. Outer back of shoulder, left arm.
11. " " right arm.
12. Outer back of shoulder, left and right alternately.
13. " " both arms simultaneously.
14. Forward circles, left and right alternately.
15. Backward " " " "
16. Half circles forward, both arms.
17. " " sideways, "
18. Wrist circles forward, outer left hand.
19. " " " " right hand.
20. " " " " both hands.
21. " " " inner left hand.
22. " " " " right hand.
23. " " " " both hands.
24. Inner front and back of shoulder, left arm.
25. Inner " " " right arm.
26. Outer " " " left arm.
27. " " " " right arm.
28. Forward circle and back of shoulder, left arm.
29. " " " " right arm.
30. Inner front, left arm and inner back of shoulder, right arm.
31. " right " " " left arm.
32. Alternate 30 and 31.
33. Outer front, left arm and outer back of shoulder, right arm
34. " right " " " left arm.

35. Alternate 33 and 34.
36. Forward circle, left arm, inner back of shoulder, right arm.
37. " right " " left arm.
38. Alternate 36 and 37.
39. Outer front circle, left arm, inner back of shoulder, right arm.
40. " right " " left arm.
41. Alternate 39 and 40.
42. Double to left and right, alternate back of shoulder.
43. " forward, side circles on left.
44. " " " right.

### BAR-BELL OR WAND EXERCISES.

#### Hands on middle third of wand.

1. Arms forward—Raise.
2. " upward—Bend.
3. " upward bend and forward stretch.
4. " forward overhead—Raise.
5. Left arm sideways, raise
6. Right " " "
7. Left " " overhead—Raise.
8. Right " " " "
9. Swing wand overhead to position behind head.
10. Arms forward overhead raise and body forward bend.

#### Position with hands at end of wand and stride stand.

11. Arms forward overhead, raise body to left and right bend.
12. Swing wand over left and right shoulders alternately.
13. Arms forward overhead, raise body, left and right turn.
14. Swing wand in front of body, left and right hand down alternately.
15. Add any of the lunges and bending movements to the exercises above.

### EXERCISES ON SPRINGBOARD.

All new pupils should be taught the following exercises standing on spring-board and then allowed to try them with run.

Pay special attention to good form, particularly to landing properly on toes, knees bent outwards.

1. Jump from left foot.
2. " " right "
3. " " both "
4. " " left " add  $\frac{1}{2}$  left turn.
5. " " right " " right turn.
6. " " both " touch heels

## INTRODUCTION.

7. Jump from left foot add  $\frac{1}{2}$  left turn.
8. " " right " " right turn.
9. " " both " touch toes.
10. " " left " add full turn left.
11. " " right " " " right.

## VAULTING BOX.

## Sideways.

- Vault on to box, feet between hands.  
 " " on knees, jump off.  
 " " feet outside hands.  
 " " feet between hands,  $\frac{1}{2}$  turn, jump.  
 " " " outside hands, jump feet together.  
 " " " between hands, jump, touch heels.  
 " over box, feet to left.  
 " " " to right.  
 " " " between hands.  
 " " one foot between hands, one outside.  
 " " feet outside hands.  
 " " feet between hands, jump  $\frac{1}{2}$  turn to stride stand.
- Run jump on box.  
 " " over box.

## Box Endways.

1. Leap on, take long step and off.
2. Leap to centre and off.
3. Jump on, jump to far end and off.
4. Jump to centre and off.
5. Jump to centre and spread eagle off.
6. Vault on and vault off.
7. Leap on and vault off.
8. Jump on and vault off.
9. Rear vault from right to left.
10. Rear vault from left to right.
11. Vault to stride position.
12. Vault to reverse stride rest position.
13. Vault to stride position and scissors turn.
14. Vault to stride position with scissors turn.
15. Vault from right side to stride rest with a roll.
16. Vault from right side to stride rest with a twist.
17. Vault on and roll off forward.
18. Jump and roll off forward.
19. Long vault.
20. Vault to stride rest and handspring off.
21. Vault to reverse rest and neck roll off.
22. Long vault with scissors.
23. Vault on and handstand off.
24. Long handspring over.

- STANDING POSITION**—Body erect, shoulders square, chest raised, head and neck in line with spine, arms hanging easily and loosely by the side, feet together and toes turned slightly out.
- TRUNK BENDING**—Any movement of the body above the hips forward, backward or sideways.
- KNEE BENDING**—Any bending movement of leg while feet are on the floor.
- KNEE RAISING**—Bending and raising the leg from the floor.
- LEG RAISING**—Raising forward, backward or sideways without bending.
- ARM BENDING**—Bending the arm from any position side or front.
- CIRCLING**—A movement of head, trunk, arm, or leg horizontally or vertically around a fixed point.
- ROTATION**—A movement of any part of the body turning on its longer axis.
- LUNGE**—Throwing the weight of the body forward, sideways or backward on one foot, the other remaining in position.
- HANDS ON HIPS—PLACE**—Hands placed smartly on the hips, fingers in front, thumbs in rear, elbows well back.
- HANDS ON SHOULDERS—PLACE**—Raise arms sideways and place fingertips on top of shoulders.
- HANDS BEHIND HEAD—PLACE**—Arms raised smartly sideways and finger-clasped behind head.
- ARMS ACROSS—BEND**—Raise arms sideways and bend arms forward so that thumbs are in contact with upper chest.
- ARMS UPWARD—BEND**—From position at side bend arms upward and forward till hands are level with shoulders.
- ARMS BEHIND BACK—FOLD**—Carry arms smartly back level with waist.
- ARMS FORWARD—RAISE**—Raise the straight arms forward level with shoulders, palms turned towards each other.
- ARMS SIDeways—RAISE**—Raise straight arms sideways to level of shoulders, palms turned down.
- ARMS FORWARD OVERHEAD—RAISE**—Raise straight arms forward overhead, palms turned towards each other.
- ARMS SIDeways OVERHEAD—RAISE**—Raise straight arms sideways overhead, palms turned towards each other.
- LEFT OR RIGHT FOOT FORWARD—PLACE**—Move the foot mentioned about twelve inches smartly to oblique front.
- LEFT OR RIGHT FOOT SIDeways—PLACE**—Move the foot mentioned about twelve inches smartly to the side.

Exercises should be ordered first and then on word *Commence* should be counted to about 32 counts according to the age and ability of the children. Counting up to 8 four times is the best for the teacher's voice. Some exercises can be done better with the pupils turned to left or right in aisles.

Occasionally pupils may have to be moved to vacant places in the room and crowding.

Whenever it is possible to do so, the class-room windows should be open

during these exercises and the pupils stand facing them. Pupils should not exercise with their backs to the windows or in the direction of the draught.

Caution must be taken in the older buildings, however, that these exercises do not disturb the work of other classes.

Marching out one door and in by another, as well as up and down the aisles is one of the best methods of exchanging the air in a room. These should be done before and after exercises and more frequently when possible.

Class teachers in order to save time should accustom the pupils to obey the following orders promptly.

Class—Stand—for physical exercise—take position.

Exercises should be gone through vigorously, greater pains being taken to get a better result than a matter of performance.

1. Two two minute exercises, known as the "Setting-up-Exercises" must be given daily in all classes each forenoon and one each afternoon. These exercises must be given at such hours as will best relieve the bad effects of continued sitting. Teachers of Physical Training must devote not less than thirty minutes and not more than one hour of their time each week—10 minutes a month for each class, 1913; in giving model or typical exercises to the class in the presence of the class teachers—1908;—provided that one such lesson be given each month in each class—1911.

#### SETTING UP EXERCISES FOR I., II., III., IV. YEARS.

**Sept.**

##### **Exercise No. 1.**

March around the room on tiptoe.  
Arms sideways, raise and lower.  
Hands on hips and body forward bend.  
Hands on hips and knees bend.  
Inhale and exhale deeply 8 times.

**Oct.**

##### **Exercise No. 2.**

March around the room.  
Arms forward overhead, raise and lower.  
Hands on shoulders, body sideways bend.  
Hands on hips, legs raise alternately.  
Inhale and exhale deeply 8 times.

**Nov.**

##### **Exercise No. 3.**

March around the room.  
Hands on shoulders and arms upwards stretch and bend.  
Hands back of head and body forward bend.  
Hands on hips, heels raise.  
Inhale and exhale deeply 8 times.

**Dec.**

##### **Exercise No. 4.**

March around the room.  
Arms forward raise and sideways swing.  
Hands back of head and body sideways bend.  
Hands on hips, heels raise, knees bend.  
Inhale and exhale 8 times.

## PHYSICAL TRAINING.

57

**Jan.**

### **Exercise No. 5.**

March around the room.

Arms upward bend and forward alternately and sideways stretch.

Hands on hips and trunk forward bend.

Hands on hips and knees raise alternately

Inhale and exhale.

**Feb.**

### **Exercise No. 6.**

March around the room.

Arms sideways overhead raise alternately.

Hands back of head, body turn left and right.

Hands on hips, raise heels and bend knees.

Inhale and exhale.

**March**

### **Exercise No. 7.**

March around the room.

Hands on shoulders and arms upward stretch and bend.

Hands back of head, trunk forward and backward bend.

Heels raise and knees bend.

Inhale and exhale.

**April**

### **Exercise No. 8.**

March around the room.

Arms forward raise and sideways backwards swing.

Arms forward overhead raise and body forward and downward bend.

Arms forward raise and knees bend.

Inhale and exhale.

**May**

### **Exercise No. 9.**

March around the room.

Arms sideways overhead raise.

Arms sideways raise and trunk sideways bend.

Hands back of head and knees bend.

Inhale and exhale.

## SETTING UP EXERCISES FOR V., VI., VII., VIII. YEARS.

**Sept.**

### **Exercise No. 1.**

March around the room.

Arms sideways overhead, raise and lower.

Hands on hips, body forward bend.

Hands on hips, knees bend.

Inhale and exhale 8 times deeply.

**Oct.**

### **Exercise No. 2.**

March around the room.

Arms forward overhead, raise and lower.

Hands back of head, body sideways bend.

Arms sideways raising and knees bend.

Inhale and exhale.

**Nov.****Exercise No. 3.**

March around the room.  
Arms forward, alternately overhead raise and lower.  
Hands back of head, body forward and downward bend.  
Arms forward raise and knees bend.  
Inhale and exhale.

**Dec.****Exercise No. 4.**

March around the room.  
Arms forward raise and sideways backwards swing.  
Hands on hips, body forward and backward bend.  
Foot forward place and knee bend—change feet.  
Inhale and exhale.

**Jan.****Exercise No. 5.**

March around the room.  
Arms overhead raise, bend and stretch arms.  
Hands back of head, body left and right bend.  
Arms sideways raise and knees bend.  
Inhale and exhale.

**Feb.****Exercise No. 6.**

March around the room.  
Arms across bend, sideways fling.  
Hands on hips, feet sideways place and body forward and downward bend.  
Hands back of head, knees bend.  
Inhale and exhale.

**March****Exercise No. 7.**

March around the room.  
Hands on shoulders, arms stretch and bend upwards and sideways.  
Hands back of head, body sideways bend.  
Arms across bend, and stretch and knees bend.  
Inhale and exhale.

**April****Exercise No. 8.**

March around the room.  
Arms forward raise and backward swing.  
Hands on hips, feet sideways place and body sideways bend.  
Knees bend and arms forward raise.  
Inhale and exhale.

**May****Exercise No. 9.**

March around the room.  
One arm upward and on sideway stretch.  
Arms overhead and trunk forward bend.  
Hand back of head and knees bend.  
Inhale and exhale.

**COURSE IN GENERAL INFORMATION.**

In all Grades some attention should be given incidentally to the instruction of young children in matters not directly connected with the subject of the Course of Study nor found in set form in any text book. When wisely directed such work will be regarded as a recreation by the children and tend to connect the school with the life of the child in the home and as a future citizen.

The beginnings of this work must of necessity be simple and have a personal bearing, and its value will increase with the absence of formality.

Under the outlines for each of the Grades for younger children—Kindergarten to Fourth Year—a few brief suggestions are made in regard to possible topics. The interested teacher will easily add to these.

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# LIMIT TABLES - THE KINDERGARTEN.

Hours	SUBJECTS.	EXPLANATORY.
	Scripture.....	Bible Stories, Texts and verses to be memorized.
	Morning Talks.....	Embodiment, stories, conversations, simple plays, expressing the interests of the children that lead to the wider interests of life.
	Songs.....	Appropriate to the stories and talks and developing interests of the children.
	Nature.....	Walks outdoors, window box gardens and any animal pets to be cared for by the children.
	Gifts.....	Planned to meet the constructive activities of the children educationally. Activities looked upon as a means of arousing an idea. Habits of cooperation and powers of discrimination, of likeness and difference, are cultivated and some skill in planning, combination and invention may be developed.
	Games.....	Simple activities of childhood and representative traditional and institutional games aiming to meet the desire of the child to understand the life around him.
	Occupations.....	Drawing, painting, card sewing, weaving, modelling, sand-table work, paper-folding, cutting, tearing, parquetry and pasting—all designed to meet and develop the child's desire for creative activity.
	Fire Drill.....	Art. XLIII. of the Regulations of the Board.

## TOPICAL OUTLINE.

The topics may be worked out somewhat as follows under these headings.—

1. Constructive activities, handicrafts, art, number work.
2. Science (nature study).
3. Music, plays, games, gymnastics, rhythm and dancing.
4. Language and literature.

## I. Constructive Activities, Etc.

1. Building with Kindergarten building gifts.

Outlining and designing forms with large sticks, tablets, acorns or large seeds. Language, elements of number and form are features of the work which should develop the powers of children to respond to suggestion and direction as well as their powers of imitation and manipulation.

2. Clay, plasticine and sand table modelling.
3. Cutting and pasting (a) free, simple objects, slash cutting and tearing. Line cutting, magazine pictures and objects drawn with broad lines.
4. Parquetry, simple designs and life forms.
5. Folding, using manilla paper 6 x 6 and 9 x 9, or engine coloured paper 5 x 5.
6. (a) Drawing. (b) Painting. (c) Mass work, B.B. and crayons, bogus paper and large crayons. (d) Flat washes, simple objects, single colour.
7. Sewing, simple card sewing, large design (limited).
8. Weaving simple process, linen mats and paper mats.

## II. Nature Study—Science.

1. Excursions; pleasure and freedom of outdoor play, observations, conversations and talks of animal and plant life.
2. Making gardens, caring for kindergarten plants and animals.
3. Observation of forces in nature, sun, wind, rain, snow, the seasons, weather, etc.

## III. Music, Plays and Games.

1. Songs and singing, careful use of voice. Listening to music. Simple free work—listening to sound, reproducing sound, imitation of sounds. Calling, whistling.
2. Simple activities of children, jumping, running, hopping, skipping, etc. Free plays, sense games. Representative games of activities and interests of man and of activities of nature. Traditional and institutional games. Emphasis on co-operative games. Marching.

## IV. Language and Literature.

1. Stories of activity in the home and typical ones outside. Fairy and nature stories. Repetition and memorizing simple songs learned. Easy desirable poems to be memorized, consult list. Stories voluntarily told by children themselves. Individual reproduction of stories in play.
2. Careful training in correct pronunciation and articulation and an increasing vocabulary result from larger associations and experiences.

### SCRIPTURE.

#### Bible Stories suggested are:

1. The story of the Creation, the Flood, stories from the life of Moses - Old Testament.

Our Saviour's birth, story of the Good Shepherd; the stilling of the storm, the story of Easter - New Testament.

2. Psalm C in whole or certain verses only. St. Luke II: 8-16. Psalm XXIII optional.

3. Short easy texts as "God is love," "Little children, love one another," may be taught. Teachers will use their discretion in selecting other texts, though it will not be found advisable to teach many, but rather a few which may be thoroughly familiarized and perfectly learned.

### LITERATURE.

1. Stories should be selected only from the best sources presenting elementary types of character and situation. In presenting to children through the stories told them typical characters, their attention is directed to persons actions, objects and events representative of true classification of life.

Stories may be classified portraying the important relationships of the child as follow:

1. The child's relationship to God, dealt with particularly in the Bible stories.
2. To the family.
3. To nature.
4. To the state.
5. To the life of trade.

### LIST OF STORIES.

1. Bible stories - see Scriptures.
2. Family stories, Mother-play pictures and stories; and fairy tales such as Grimm's "Thumbling," "The Three Bears," from Muloch's Fairy Tales.
3. Nature stories, Mother-play pictures and stories; and fairy tales such as "The Sleeping Beauty," from Muloch. "The Bag of Winds." Stories illustrating a chain of events or "process" such as "The Old Woman and her Pig" or "The Little Red Hen."
4. Social participation, stories relating the child to the State. Mother-play pictures and stories. Stories of heroism. "The Little Hero of Haarlem" in the Paulsen story book, "Siegfried, the Dragon and the Fire-circled Princess," "St. George, the patron saint of England," "The Elves and the Cobbler" Grimm's Fairy Tales. "The Lion and the Mouse," Aesop's fables.
5. Life of trade, stories relating the child to this phase of life. Mother-play pictures and stories. "The Cat and the Mouse" as told in the McCloskey Primer.

## LIST OF POEMS AND NURSERY RHYMES.

"Ba, ba, Black Sheep," Nursery Rhymes.

"Little Jack Horner," " " "

Nonsense Rhymes, Edward Lear.

"Who has seen the Wind?" Christina Rossetti.

The finger plays, folk games and kindergarten songs require memorizing will generally be found sufficient material for very little children, but it is pleasurable and helpful to learn a few well known nursery rhymes and occasionally a short poem.

Teachers are urged to help children to articulate and enunciate clearly in the repetition of Bible texts and all songs and poems. If the children recite together attention must also be given to soft, clear enunciation.

## KINDERGARTEN.

## SEPTEMBER.

*Mother Play.*

"The Family," "The Greeting," "Happy Brothers and Sisters," Greeting, learning to know each other; Freedom, free play periods, materials may be balls, ropes, skipping-ropes for outdoors, sand piles or sand tables. Circle games or games children play themselves aided by the teacher.

*Community Life:—*

Home greeting Father and Mother, brothers and sisters, baby. Learning to greet each other, good-morning, good-bye, Learning to play and to work together. Work in the home—Mother. Work for the home—Father.

*Nature:—*

Playing outdoors as much as possible in playground or nearby park. Indoors, talking over summer experiences and playing at games of summer experiences. Enjoying flowers, birds and insect life as far as the Kindergarten succeeds in bringing the children to these outdoors and in bringing them indoors to the children.

## OCTOBER.

*Mother Play:—*

"The Pigeon House," also "The Farmyard Gate," "Pat-a-cake," the leading to the thought of Thanksgiving. Homes, pleasures of home life. Different kinds of homes.

*Community Life:—*

Many homes in a city. Does anyone know country homes? Show pictures. The farmer, milkman, grocer, baker as useful to us all.

*Nature:—*

Continue plays and games outdoors as long as possible and whenever the weather permits. Walk to a market and observe fruits and vegetables. Make, as far as possible, seed collections, acorns, apples, horse-chestnuts will be good. Illustrating the care a planter has for his seeds.

## NOVEMBER.

*Mother Play: -*

"The Charcoal Burner" and "The Garden Gate." Aid the children to name things correctly, to talk of what is of interest, to listen to each other, to talk in turn; to listen to little stories and poems.

*Community Life:—*

Preparations for winter, warmer clothes, etc. Who is busy getting these things for us? The farmer, miller, miner, sheep.

*Nature:—*

Where have the birds gone? Where have the leaves gone? Play games of birds and leaves. The squirrel's preparations for winter, nuts in hollow trees. Play squirrel games. Caterpillar's preparations for winter, etc.

## DECEMBER.

*Mother Play: -*

"The Church" and "The Toyman." Sunday when we go to church. If possible, visit a nearby open church. "The Toyman"—If possible visit a nearby toyshop or window where toys are displayed. Suggestive play—an imaginary Christmas tree, children go to sleep, awaken, one by one take their presents from the tree, discover what they are and tell the others.

*Community Life: -*

Story of the "First Christmas." Christmas preparations at home and in school. Santa Claus, who helps him? Little gift givers who make their gifts and little gift receivers who are happy and glad.

*Nature:—*

What it looks like outside. What it feels like. A walk outdoors with the children on a pleasant day, not too cold. Jack Frost. Do we like him? Is he useful? Lengthening evenings, shorter days. Light and darkness.

## JANUARY.

*Mother Play: -*

"Tick Tack," "The Window," "The clock, what does it say? To whom is it speaking? Does it help us? How? The Sun, does it speak to us? How? Does it help us? The New Year.

*Community Life: -*

Significance of punctuality. If a child comes in late he disturbs others. If bigger brothers and sisters are late for classes or for work what happens? Blowing of factory whistles. Father watches the clock, mother watches the clock.

*Nature: -*

Snow—Games in the Snow. If possible get outdoors and make a snowman with the children. Notice ice, play skating games, sliding games, etc. Trees in winter, why are the branches bare?

## FEBRUARY.

*Mother Play: -*

"The Carpenter," "The Wheelwright," "The Joiner," and "The Knights." Learn and play any of the trade games. Usefulness of trade chosen. Visit, if possible, a place of industry chosen for the talk. Who is helped by this work? Spirit of the Knight games, teacher as knight. Who likes to go with her? St. Valentine's Day.

*Community Life: -*

The people who do things for us—The Postman. Suggestive play, anyone who thinks of a useful man may imitate what the man does, and the others guess who is meant.

*Nature: -*

Home pets, the dog, the cat, our care of them, what they can do for us. Other domestic animals, horses, cows, sheep; have pictures.

## MARCH.

*Mother Play: -*

"The Weather-Vane," "The Light-bird," The wind, an unseen yet powerful force. How do we know the wind is blowing? What does it do? Watch from the window what it does on a windy day. The sunbeams, can we catch them? Suggestive play, blind-fold child and let him guess when he is led into the sunniest part of the room. How does he know?

*Community Life:—*

Obedience. Arrangements of home activities, of school activities, to time. Obedience to father, mother, anyone who is caring for the child; pleasure of the obedience.

*Nature: -*

The wind, the sun, what they do for us, for the trees, birds, etc. Preparations for spring, signs of spring. A walk on a pleasant day with the children outdoors. The maple trees, our emblem the Maple Leaf. Maple sugar and how it is made.

## APRIL.

*Mother Play: -*

"The Little Artist" and "The Little Gardener." Easter. "Nurture the child's almost imperceptible powers, he seeks to express himself." Planting of seeds, caring for seeds. Give the children the opportunity to cherish life.

*Community Life: -*

Care of ourselves, our lighter clothing, cleanliness at home and in school, tidiness. Care of the parks and streets. The farmer is busy. Pictures and games in connection.

*Nature: -*

Notice opening buds, bulbs and window-gardens, and return of birds. Play outdoors whenever possible; walk with the children outdoors.

## MAY

*Mother Play: -*

"The Bird's Nest," "The Flower Basket,"—care, nurture. Gardening, caring for Kindergarten plants as well as cocoons, etc. Play games illustrating father and mother birds, loving pairs and care of the little ones.

*Community Life:*

Care of public property, trees in our parks, on the streets, etc. Who planted the trees in our streets? Why? Are we glad they are there? The school as public property. Empire Day.

*Nature:*

Buds opening on trees, wild flowers, birds, nest building. Caterpillar, cocoons and butterflies. Excursions with children, play outdoors whenever possible (see September).

## JUNE

*Mother Play: -*

"Beckening the Chickens," "The Bridge," "Mowing Grass." Whatever you may be doing for or with your little child, see to it that you remain in the unity of life. Lead children to believe that all pleasures are shared. Father, mother, brothers, sisters; animal life, plant life.

*Community Life:*

Means of transportation. How can we get away to the country? Usefulness of trains, boats, of men who manage them, who make them. Holidays.

*Nature:*

Flowers, names of those brought to the Kindergarten or seen on excursions. Bees, what are they doing for the flowers, for themselves, for us? Insect life, such as bees and caterpillars, moths and butterflies should lead the child to a reverence for the manifestation of God in nature, to love what is beautiful and to care for that weaker and more helpless than himself.

## HANDWORK OR OCCUPATIONS.

*Folding:*

Folding, manilla or engine coloured paper, size of paper to be not smaller than 4" x 4", nor larger than 7" x 7".

1. Fundamental, simple square paper. 2. Book. 3. Window. 4. Rack. 5. Cardboard. 6. Squares and bricks. 7. Sixteen squares. 8. Fundamental, attention to diagonal corners. 9. Shawl. 10. Umbrella. 11. Wall-pocket. 12. Market basket. 13. Sail boat. 14. Four tents. 15. Boat. 16. Kite. 17. Fan type. 18. Invitation. 19. Satchel.

*Cutting:*

MATERIAL. Eng. sheet of scribbling paper, manilla paper and silhouette paper, also coloured cutting paper in six standard colours.

1. At first, manipulation of scissors and paper, merely cutting straight cut without guiding lines, not snipping nor jaggings but with freely opened scissors giving a straight cut. Strips of paper thus cut may be termed soldiers, etc. The paper held steadily, the scissors doing the work.

2. Curves or circular cutting; care should be taken to see that the scissors and paper are held correctly, i.e., the paper is to be *moved towards* the scissors which are held steadily in position.

3. Cutting from lines, cut out pictures for scrapbooks or pasting, straight and curved lines.

4. Free Cutting:—(a) Scribbling or manilla paper.

(b) Silhouette or coloured paper.

#### *Plastine or Clay.*

1. Let the first work (lesson) be without direction, allowing the children to model something of their own choice. Let them experience the manipulation of the material and show how they will use it. Simple objects may be placed before children who are inclined to work aimlessly to serve as suggestions.

2. Modelling simple type forms.

(a) Sphere

(aa) Spherical life forms.

(b) Cube.

(bb) Cubical life forms.

(c) Cylinder.

(cc) Cylindrical life forms.

The great essentials of form are embodied in these three types

#### GENERAL INFORMATION.

Definite general information that every child should have and be able to express upon leaving the Kindergarten may be classified thus.

1. Pupil's name.
2. Age (last birthday).
3. Month of birthday.
4. Home address.
5. Father's name.
6. Name of school and class.
7. Name of Principal and teacher.
8. Number of classroom.
9. Days of week.
10. Care of our teeth.
11. Kindness to animals.
12. Safety First.

# FIRST YEAR—FIRST HALF.

SUBJECTS	TEXT BOOKS	LIMITS	WEEKLY TIME	
			Hours	Min.
Opening Exercises, Morals, Scripture Reading.....	Course outlined in Manual for Teachers. Sentences, Words and Phonograms from Blackboard.....	Bible Stories. Texts to be memorized. Special instructions in Teachers' Manual. Proficiency required,—ability to read from text book.....	1	15
Writing.....	Selections indicated in Manual for Teachers.....	Special instructions in Manual for Teachers.....	2	30
Memory.....	Course outlined in Manual for Teachers.....	Number objectively to 10. Counting objectively to 100.....	50	50
Stories, Oral English.....	Course outlined in Manual for Teachers.....		1	15
Arithmetic.....	Course outlined in Manual for Teachers.....		1	20
Drawing and Colour.....	Course outlined in Manual for Teachers.....		1	30
Nature Study.....	Course outlined in Manual for Teachers.....		50	50
Music.....	Course outlined in Manual for Teachers.....		1	15
Physical Training.....	Course outlined in Manual for Teachers.....	Marching, Games. Two-minute Exercises.....	1	20
Recesses.....			1	40
Closing Exercises.....			1	25
Fire Drill.....	Art XLIII of the Regulations of the Board.....		15	00

# FIRST YEAR—SECOND HALF.

SUBJECTS	TEXT BOOKS	LIMITS	WEEKLY TIME	
			Hours	Min.
Opening Exercises, Morals } and Scripture. ....	Course outlined in Manual for Teachers.	.....	1	15
Reading. ....	Imperial Reader, Book I. Supplementary Readers.	A similar amount in several First Readers to be read with ease. ....	2	55
Writing. ....	Course outlined in Manual for Teachers.	.....	1	15
Memory. ....	Selections indicated in Manual for Teachers.	.....	.....	50
Stories, Oral English. ....	Course outlined in Manual for Teachers.	.....	1	25
Arithmetic. ....	Primary Exercises, No. 1. Course outlined in Manual for Teachers.	.....	1	40
Drawing and Colour. ....	Course outlined in Manual for Teachers.	First twenty pages during last two months. ....	1	30
Music. ....	Course outlined in Manual for Teachers.	.....	1	15
Nature Study. ....	Course outlined in Manual for Teachers.	.....	.....	50
Physical Training. ....	Course outlined in Manual for Teachers.	.....	.....	.....
Recesses.	.....	Marching, Games, Two-minute Exercises. ....	1	40
Closing Exercises. ....	.....	.....	.....	25
Fire Drill. ....	.....	Art. XLIII. of the Regulations of the Board. ....	.....	.....
			15	00

## FIRST YEAR.

## SCRIPTURE.

## FIRST HALF YEAR.

*Time, 75 minutes weekly.*

1. Bible history should not be attempted in this grade. Bible stories, simply told and carefully selected, should be given the children. The teacher in telling the story should be careful not to explain it, but to know it thoroughly from a fresh reading of the story in the Bible.

2. One Bible story a fortnight is ample, and the same stories may be told and re-told, but never to the point of monotony—the other mornings should be devoted to hymns, texts and the careful reading aloud of a Psalm or Bible verse to the children. A reverential attitude and reverential attention are expected from the children during these exercises.

3. Stories suggested are—Old Testament,—David's boyhood; David and Goliath; David playing before King Saul. New Testament,—Our Saviour's birth; feeding of the five thousand; storm at sea.

## SELECTIONS TO BE MEMORIZED.

*Review* (taken in the Kindergarten.)

The Lord's Prayer.

Psalm C.

Luke II, 8-16.

*New—*

Psalm XXIII.

Psalm XXV, 1.

## SCRIPTURE.

## SECOND HALF YEAR.

*Time, 75 minutes.*

See Scripture notes for First Year, First Half.

Suggested Bible Stories are—Old Testament: Giving of the Ten Commandments; story of Joshua surrounding the walls of Jericho; story of Solomon building the Temple.

New Testament: Birth of our Saviour; miracle of the water turned into wine at Cana of Galilee; walking on the water.

## SELECTIONS TO BE MEMORIZED.

*Review—*

The Lord's Prayer.

Psalm XXIII.

Psalm XXV, 1.

Psalm C.

Luke II, 8-16.

*New—*

Genesis VIII, 22.

I. Samuel II, 2.

*Optional—*

Colossians III, 22.

John III, 16.

Luke XVIII, 16.

## READING.

The aim of the work in elementary reading is to train the pupils so that they may be able to find independently the thought expressed in written or printed words, in order that they may eventually turn to books for knowledge, pleasure and inspiration.

This aim implies three things: (a) that mere word calling is not reading; (b) that independent power to call words must be developed; (c) that such material must be chosen for reading lessons as will develop a liking for the best literature.

In learning to read, the order is: the *idea*, the *spoken* words, the *written* sentence, the *separate words*, the *sounds* of the *letters*.

The pupils are first engaged in a lively conversation upon some familiar topic, with a view to leading them to use intelligently the words which form the sentence. The sentence is repeated several times, care being taken that each word is distinctly pronounced. Their attention is then directed to the written form of the sentence on the blackboard, which is repeated several times by the class, and also by some of the pupils individually. The pupils are then required to distinguish this sentence from others. The sentences must be short, simple, interesting, and so varied as to prevent monotonous repetition and reciting from memory. The skilful teacher will elicit many sentences on familiar topics from the pupils, and supplement these by many of her own making. After the first few lessons, sentences already taken up should be presented to the class in review by being written on the blackboard before the lesson period and read by individual pupils. Other sentences should be written rapidly on the board, read and erased. Life and interest must be put into this work and the pupils given plenty to do.

Children should not be allowed to suspect that the processes of learning to read are hard. The highest art is to conceal art. The method is only a means to an end and not the end itself.

The next step in the process is to lead the pupils to recognize the *separate words*.

From one of the sentences previously drilled upon, select a word representing some familiar object that may be shown to the class by means of the object itself, the picture or the drawing of it. Having written this word on the board, drill upon it. Later, call for a recognition of this word without the object, and in this way work for a stock of familiar words.

In developing power to call words independently a judicious use of Phonetics must be made, as word recognition can be taught more rapidly by this method than by any other, and in order to save the valuable time of her pupils every primary teacher should understand and apply it. The sound and not the names of letters are of assistance to the child at this stage, and after he has acquired a small stock of words, Phonetics should be applied to aid him in making out new words of like sounds. Teachers without experience in this method need not hesitate to begin the use of it, and will not find the work of preparation difficult.

Ear training, which must precede and accompany vocal training, is the

Key to individual phonetic teaching and should be introduced by means of slow pronunciation of words by the teacher, care being taken to give the correct values to the letters. This exercise should be followed by slow pronunciation by the pupil, the naming of words containing certain sounds and the recognition of the written character which represent the sounds. In exercises in slow pronunciation, words such as *cat*, *bat*, *rat*, *fat*, may be used in moderation, but must not replace *an*, *ax*, *ad*, *doll*. The next step, that of phonetic analysis, should as soon as possible take the place of and supersede the sound analysis.

*The following exercises will be found useful.*

First Stage.—a, t, m, s, p, b, c, f, y, n, w, h, e, l, d, z, u, g, k, q, c, i, v, r. These combined with the phonograms at, am, an, en, to form new words of one syllable: (a) by prefixing a letter to the phonogram; (b) by affixing a letter; (c) by internal change.

Second Stage.—Long sounds of a, e, i, o, u.

Third Stage.—sh, ng, th, wh, ch, tch, oo, ov, oi, ow, ou, qu, tion, aw, ei, gh, ph, au, etc.

It will be found an aid to the child to associate the sound of each letter with that found in a type word, and the following list is suggested:—

a—at.	f—fat.	z—lazv.	j—join.
t—tat.	v—vat.	u—up.	x—box.
m—mat.	n—not.	g—get.	sh—shed.
s—sat.	w—wet.	k—kid.	ng—ring.
p—pat.	h—hat.	q—quit.	th—thin.
b—bat.	e—end.	c—cat.	wh—whip.
r—rat.	l—lap.	i—it.	ch—chip.
o—on.	d—doll.	y—yet.	

It is most important that the teacher should not only give the child the correct sound of the letter but also teach him how to produce it through the proper position of his vocal organs. The following directions, copied by permission from Sinclair's "First Year in School," will be found most helpful:—

"a"—In making "a", open the mouth and lips wide, keeping the tongue in its natural position, and cause the voice to pass suddenly between the tongue and palate.

"t"—In making "t" apply the edges and point of the tongue to the upper gum, compress the breath and cause it to escape by suddenly removing the tongue.

"m"—In making "m" close the lips, compress the voice and cause it to escape through the nostrils.

"s"—In making "s", the throat and lips are open, the teeth separated, the sides of the tongue touch the teeth and roof of the mouth. The tip of the tongue nearly touches the roof of the mouth just above the front teeth. The breath is softly hissed out through the narrow opening.

"p"—In making "p" the lips are pressed tightly together. The breath is compressed in the mouth and allowed to escape with a gentle puff by the sudden separation of the lips.

"b"—In making "b", place the organs in the same position as for "m." Close the nasal passage and cause the voice to make a muffled sound. When the lips are opened, a gentle puff is produced.

"r"—In making "r" raise the point of the tongue towards the upper gum and cause the voice to escape so as to make the tip of the tongue vibrate. The sound is not heard before a consonant.

"o"—In making "o", open the mouth wide, round the lips, raise the tongue slightly and cause the voice to escape suddenly.

"f"—In making "f", the throat and lips are open, the teeth separated. The middle part of the lower lip is placed against the edges of the upper front teeth. The breath is driven out between them.

"v"—In making "v", the position of the organs is the same as for "f," the voice being driven out in the same way that the breath was in making "f."

"n"—In making "n", place the edge of the forepart of the tongue firmly against the upper gum. Compress the voice and cause it to escape through the nostrils.

"w"—In making "w", round the lips and cause the voice to escape so as to blend with the following vowels.

"h"—In making "h", place the mouth in the same position as for "a" and allow the breath to escape gently.

"e"—In making "e", place the organs in the same position as for "a", open the mouth a little wider, enlarge the back cavity by raising the tongue a little higher and cause the voice to escape suddenly.

"l"—In making "l", place the tip of the tongue against the upper gum and cause the voice to flow over the edges in a pure tone.

"d"—In making "d", place the organs of speech in the same position as for "n" and close the nostrils. An endeavour to produce voice without removing the tongue, results in a muffled sound being made in the throat, a slight puff being heard on the separation of the tongue and gum.

"z"—In making "z", round the tip of the tongue and bring it near the gums of the upper front teeth, pressing its sides firmly against their inner surface, and cause the voice to flow between its broadened point and the upper gum.

"u"—In making "u", open the mouth not quite so widely as for "a," raise the tongue somewhat, and cause the voice to escape suddenly.

"g"—In making "g", place the back of the tongue close against the soft palate and compress the voice. An effort to produce voice causes a muffled sound in the throat, a clicking sound being made on the separation of the organs.

"k"—In making "k", place the back of the tongue in contact with the soft palate, compress the breath, and cause it to escape with a slight puff.

"x"—In making "x" sound "ks" very quickly.

"c"—"c" is made exactly like "k."

"i". In making "i", catch the tongue and raise it toward the roof of the mouth, the point being depressed and the lips narrowed, the mouth slightly open and the back cavity enlarged. Cause the voice to escape suddenly.

"y". In making "y", raise the tongue towards the hard palate, dilate it against the upper side teeth, and cause the voice to pass through its narrow passage so as to blend with the following vowels.

"j". In making "j", place a portion of the tongue near the tip against the palate, near the upper front teeth and attempt to sound the voice.

Any exercise in Phonetics is valuable unless it contributes to one or both of the following results: (1) good articulation; (2) independent power to call words; and any method of teaching reading which leaves the pupils, at the end of the First Year, without the power to help themselves to the pronunciation of unfamiliar words should be strongly condemned.

The Reading lesson, when conducted with animation by a skilful teacher will give genuine pleasure to children through their realization of their power to do. There should be no merely mechanical reading—as from a Spelling Book. Reading from the first should express *thought*, and in all lessons from the board, or book, *thought-getting* should be the aim—silent reading for *thought-getting*, oral reading for *thought expression*. In order to accomplish this, no oral reading should be required that involves hesitation or stumbling, and pupils must be taught to look through the sentence to get the thought before attempting to express it.

Silent reading should form an important part of the work, since outside of the school-room, reading is almost entirely silent, and through silent reading the ambitious child is given an opportunity to read more than he would in class, and thus to become an incentive to the slower child to read better.

#### FIRST YEAR—FIRST HALF.

##### I. Lessons from the blackboard:—

a. Short, simple and interesting sentences, so varied as to prevent monotonous repetition and reciting from memory.

b. Study phonic elements, including phonograms as indicated above.

##### II. Stories and Poems read to the Class.

NOTE. Special care must be taken not to dissociate the work in Phonetics from other phases of the work in Reading. A lesson in phonetics and another separate and distinct in reading is a serious mistake since it leads the pupils to regard phonetics as one subject and reading as another. Instead, make phonetics a part of the reading lesson, directly or indirectly, and seek to have the pupils apply the knowledge they gain of phonetics to the pronunciation of new words.

In order to give the pupils, especially the more backward ones, practice, every lesson in reading after the first two or three should begin with a brisk review of words, sentences and phonics previously taken by the class. There should be consideration of this work and the material for it should be ready on the blackboard when the lesson begins.

As soon as the children have made a good beginning with reading, the lesson should consist more and more of reviewing old work, more when time allows. Much of this should be reviewing of new combinations.

Pupils should read easily from the blackboard before attempting the use of reading books.

READING.

I. Reading from Books.

(a) The simplest lessons in primers or first readers, with lessons from the board.

(b) Remaining lessons from readers.

(c) Silent reading.

(d) Study phonic elements, including phonograms as indicated above.

Note.—Pupils should be given an opportunity to read, simultaneously with their class reader, corresponding lessons in several other readers and should have frequent opportunity of reading in class a sentence or two that have not been read aloud previously by some other member of the class.

As soon as the children have become familiar with print, the usual reading-lesson should be not one, but three or four pages. In word-building, lists can be made from all readers used.

II. Stories and poems read to the class

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## FIRST YEAR.

### SELECTIONS TO BE MEMORIZED.

#### First Year.

##### FIRST HALF YEAR.

*Obligatory.*—1. Bed in Summer, Stevenson; 2. The Rain is Raining All Around, by R. L. Stevenson; 3. Birdie, by Alfred Tennyson; 4. The Months; 5. Little Boy Blue; 6. Little Bo-Peep; 7. Rock-a-by Baby; 8. A Christmas Carol, Luther; 9. A Seed, Kate Louise Brown.

*Suggested.*—1. Ding Dong Bell. 2. White Fields, Carolyn Wells. 3. The Lovable Child, Emilie Poulsson. 4. My Bed is a Boat, Stevenson. 5. Lady Moon, Lord Houghton. 6. The Little Elf, John Kendrick Bangs. 7. Kitty and Mousie, Elizabeth Prentiss. 8. Weather Song. 9. The Swing, Stevenson. 10. Happy Thought, Stevenson. 11. Time to Rise, Stevenson. 12. Who has Seen the Wind? by Christina Rossetti.

Other poems by R. L. Stevenson, Christina Rossetti, Emilie Poulsson or Eugene Field may be taught instead of some of the above selections if the poem substituted has been submitted to and approved by the Superintendent. Any substituted poem is to be written out in the teacher's plan book. Not less than six poems, besides the Mother Goose Rhymes, should be taught.

Care should be taken not to choose selections already assigned to higher grades.

##### SECOND HALF YEAR.

*Obligatory.*—1. The Wind, R. L. Stevenson; 2. The Inkle, Twinkle Little Star, Jane Taylor; 3. Little Things, Brewer; 4. Violets, J. Multrie; 5. Boats sail on the River, Rossetti.

*Suggested.*—1. Sing-a-song-of-sixpence. 2. The Moon, R. L. Stevenson. 3. Singing, Stevenson. 4. The North Wind. 5. One Thing at a Time. 6. My Ship. 7. The Fairy Artist. 8. A Christmas Song, Field. 9. My Little Garden, Veitch. 10. Daisies, Sherman. 11. Baby, George Macdonald.

Stories suitable for First Year classes. —

*Æsop's Fables.*—The Crow and the Pitcher.

do do The Ant and the Dove.

do do The Flies and the Honey-Pot.

do do The Hare and the Tortoise.

*Andersen.*—The Fir Tree.

do The Little Match-Seller.

do The Pea Blossom.

*Becher.*—The Anxious Leaf.

*Boston Kindergarten Stories.*—The Sunbeam; What the Wind Brings; Stories of an Acorn and other selections.

*Brooks, Mary E.*—Narcissus—A Greek Legend.

*Heart of Oak Series.*—Books I and II—selections.

*Grimm.*—The Straw, the Coal and the Bean.

do Story of the First Christmas Tree.

*Howlsten.*—Little Maple Leaves; Seedlings on the Wing.

*Hofer.*—Christ Child Tales.

*Harrison.*—Story of Little Grey Grandmother.

*Miles H. W.*—Fairy Tales Every Child Should Know—(selections from.)

*Potterson.*—The Child World—selections from.

*Prior.*—Wandering Heroes—selections from.

*Smythe's.*—Old Time Stories—selections from.

*Miscellaneous.*—The Old Woman and the Pig; The Horse that Jack Built; and the Bean Stalk; Puss in Boots; Dick Whittington; Cinderella; The Boy Drinking; The Sleeping Beauty.

Also, some or all of the following:

*God is always near me. Sleep, Baby, Sleep. Good morning, pleasant sun-  
shine. See the shining dewdrops. Where do all the daisies get Over the bare  
ground, and the Stream. Onward, Onward in Sails! Is us loves me. God  
our King. Praise Him, praise Him, all ye little children! Now, what shall I  
do to the Earth to-day? We thought the fields and winter. Thanksgiving. Shine  
on, blessed Star; (Christmas.) The little flowers came through the ground.  
(Easter.) Father, we thank Thee!*

#### MARCHES, ETC.

Calisthenics and marching should be taken, if possible, in the Kindergarten circle. The character of the work done will depend partly upon the opportunities afforded, partly upon the teacher's fitness. It is most important that it should be done well.

**GAMES.**—The following games are suggested as suitable for use in the classroom:—Figure drawing relay race; Bean bags; Fox and Squirrel; Cat and Mice; Flowers and Wind.

### ORAL ENGLISH.

#### FIRST YEAR—FIRST HALF.

#### FIRST YEAR—SECOND HALF.

All lessons practically include Oral English.

In Scripture, Nature Study, Stories and General Information, the teacher's aim should be to secure freedom and naturalness of expression with a constantly increasing power of description and narration.

Ideas become clearer by being expressed; but the expression also helps to show how far a child has grasped the idea; for instance, why and how a calendar is used as a part of the General Information.

Poems to be memorized should never be taught merely by repetition and drill. Conversations and pictures about real experiences of nature, play and life, to arouse a vivid feeling of the idea in the poem, are necessary before children can recite with real expression. Many good pictures have now been put in the schools which would connect with the work.

Pictures are valuable as a stimulus to thought, e.g., picture post-cards of the neighborhood of one locality can be collected, to lead into conversation about going to different parts of the city, the children giving their home addresses naturally. Large pictures which can be easily studied by all are best when they are had. More are needed when they are small.

Formal language lessons are undesirable, but clear and correct expression should be gradually developed. The command of good English by the teacher is a necessary part of this.

The re-telling of stories and the dramatization of stories or verses is an excellent means of improving the English of the class and also the enunciation.

Stories with numerous characters, such as,—The Three Pigs, Chicken-Licken, Titty-Mouse and Tatty-Mouse,—are the best for class dramatization.

In recitation and reading, either of Scripture, poetry or stories, the teacher should not be careless in the use of stops, nor allow the children to be careless; of course due regard must be given to thought carried over with another verse of a poem.

### STORY TELLING.

#### General Instructions.

1. **Minimum** required:  
One story each month.
2. **Desirable Amount:**  
Two stories each month
3. **Maximum Allowable:**  
One each week.

#### BOOKS WITH DESIRABLE STORIES FOR THE USE OF TEACHERS:—

1. **Literature:**
  - a. How to Tell Stories to Children.
  - b. For the Children's Hour.
  - c. For the Story Teller.
  - d. Fairy Stories Every Child should Know.
  - e. The Teachers' Story-Tellers' Book.
  - f. Esop's Fables.
  - g. Grimm's Fairy Tales, Parts I and II.
  - h. Andersen's Fairy Tales, Parts I and II.
2. **Nature:**
  - a. Nature Myths, Cooke.
  - b. In the Child's World. — Paulsen.
  - c. Boston Kindergarten Stories.

#### National:

- a. Heroine Every Child should Know.
- b. Good Stories for Great Holidays.

STORIES TO BE TOLD.

First Year.

First Half Year. (In order of fitness.)

Obligatory.

1. The Gingerbread Man.
2. The Old Woman and Her Pig.
3. The Three Little Pigs.
4. The Three Bears.
5. Little Red Riding Hood.

Optional:

1. The Big Red Apple.
2. How the Fir tree became a Christmas Tree (Christmas).
3. The Pig Brother.
4. How Patty Gave Thanks.
5. The Arabella and Aracinta Stories.
6. "Wake-Up" and "Go-to-Sleep" Stories.
7. The Little Red Hen and the Grain of Wheat.
8. The Crane Express (Nature).

Second Half Year.

Obligatory:

1. The Little Red Hen.
2. Chicken Little.
3. The House that Jack Built.
4. The Little Grey Pony.
5. Pied Piper.

Optional:

1. How the Robin's Breast Became Red (Nature).
2. Babouscha. (Christmas).
3. The Billy Goats.
4. Finding a Dark Place.
5. How the Apple Blossoms Came Back.

## WRITING.

## FIRST YEAR—FIRST HALF.

## Words.

## Letters.

Materials: blackboard and chalk; sheets of unruled white or manilla paper, and soft pencils.

Writing of simple words that the teacher writes first in a large, free hand three or four times, and erases after drawing attention to the letters. Children visualize and attempt to reproduce on blackboard or paper, and then compare their efforts with a fresh copy made by the teacher on the blackboard. When some success is attained in writing words, lessons in writing letters alone may be given, but care should be taken not to teach letters alike in form at the same time, as m, n, l, b.

Careful attention should be given to correct position

## FIRST YEAR—SECOND HALF.

## Words.

## Letters.

Materials: blackboard and chalk, unruled paper, ruled paper, soft pencils.

The size of the letters written should now be reduced, and the teacher will accordingly set smaller copies on the blackboard, or on slips for desk use. Simple lessons in correct letter forming will be given.

Careful attention should be given to correct position.

MOVEMENT EXERCISES.—These exercises should be taken up in the second half of the First Year. The first two exercises should be practised without pen or pencil in the hands of the pupils. The first step in this important work is to secure correct position of body, arm, hand and fingers; the next is correct movement of the hand without pencil or pen.

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## ARITHMETIC.

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## ARITHMETIC.

### First Year.

#### FIRST HALF YEAR.

Concrete work only.

##### A. Work with measured units.

1. Recognition of units of measure, inch, foot.
2. Comparison of lengths.
3. Construction of lengths.
4. Practice in measuring lengths, using foot rule.
5. Coins: one cent, five cents, ten cents: dozen.

##### B. Work with unmeasured units.

1. Measuring groups of objects as balls, books, blocks, etc., by counting.
2. Counting objects to 100.
3. Separating groups of objects into small groups and comparing these groups.

### General Suggestions.

Associate the making of figures with the expression of number facts up to 10.

Develop the number sense, not number facts. Material must be in hands of pupils.

#### SECOND HALF YEAR.

1. Recognition, comparison, and construction of lengths continued with larger measures, inch, foot, yard. Measuring surfaces and solids.
2. Concrete solution of problems in measures, with the material in the hands of the children.
3. Expression of number facts up to 20 through the use of figures and words in connection with concrete solution of problems.
4. Counting to 100.
5. Use of signs for addition, subtraction, multiplication, division and their use in equation forms. No result greater than 10.
6. Coins continued. Dozen, day, week. Primary Exercises in Arithmetic, pp. 1—20 during fourth and fifth months.

**SUGGESTIONS:**—Abstract work should not be permitted until pupils cease to use the aid of objects to solve simple problems. Teach Number, not rules of arithmetic. Develop simultaneously the idea of combining numbers, addition; the separation of numbers into two groups, and the comparison of subtraction; and into many equal groups, multiplication and division.

## NATURE STUDY.

Out-of-door experiences are desirable in observations of plant and animal life.

Teachers are earnestly advised not to teach children isolated facts about nature but to lead their classes to care for, to appreciate nature. Children like being out of doors; they like flowers, especially when they see and gather them themselves; they are interested in animals and the activities of animals. It is good for children from a physical as well as from an educational standpoint that their tastes and desires should be cultivated, hence excursions and out-of-door experiences are advised. The next best plan is to bring material into the school-room.

This work can bring no real interest and value into a system of education unless each teacher does all she can each month to systematically arrange the Nature Study work for her class.

General suggestions for First Year work from September to February are as follows:—

First-hand observation of Nature,—real acquaintance with plants and animals is the necessary foundation both for pleasure in the study and for knowledge. The best means for this, is found in excursions, and plant-raising. These may be supplemented by pictures, stories, poems and objects, of which teachers should make collections.

EXCURSIONS:—These may be taken to park, fields, woods, mountain, orchard, "truck-garden" and market.

## GENERAL SUGGESTIONS.

1. The teacher should know the locality and what may be found there.
2. Before going, some definite suggestion should be made, for observation. This should be the basis of class-talks afterwards, but need not forbid other interests.
3. Lists should be kept and names added from time to time of flowers, birds, trees, and insects that are known.
4. Take food for, and try to attract squirrels and birds.
5. Sing appropriate songs, play games, make wreaths of leaves, etc. "Tree-tag" is one of the best games. When the tree-names are known, "Maple-tag," "elm-tag," etc., may be played, the children being safe from being caught, when touching the tree closer.

Definite suggestions should be given as to what to look for, and to bring back

## THINGS TO LOOK FOR

Certain trees, flowers, birds, seeds, of which pictures or specimens may be readily have been seen.

Things to bring back:—Flowers—not wastefully gathered; seeds, nuts, berries, leaves, twigs and nests; cocoons, insects, if a proper box for them is taken. Children must be warned against touching unknown berries, and the "three-finger" poison ivy.

**Plant Raising.**

In this there are two purposes.

1. Real knowledge of how things grow.
2. Pleasure in the occupation and the improvement it makes in homes.

For this we must know:

How to choose and prepare soil for pots, boxes or beds; what room the plants need; ways of caring for drainage, even growth, watering, spraying, etc.

**Suggestions for a Planting Lesson.**

1. Divide the children into groups.
2. Have one group sift soil, another fill the pot, after placing stones or brick for drainage, a third group plant the seeds or bulbs.

The soil should be sprinkled 24 hours before using. A piece of wire screen held over a newspaper will serve for sifting.

After firming the soil, have holes made with a pencil, seeds dropped in, covered, and the soil firmed.

Large seeds, *e.g.*, nasturtiums, should be put in an inch deep, and only two or three to a pot. Very fine seeds, as petunias, need but one-quarter inch of cover.

The pot should be plunged in luke-warm water till the surface is wet, and put in the shade; it should not become dry while seeds are germinating.

**General Suggestions for First Year, September to February:****Plants.**

Recognizing common wild flowers. Sorting seeds and leaves drawing or colouring, or cutting pictures of them. Finding out uses of plants, trees, fruits, etc. Observing seeds, how they are cased, protected, scattered.

**Animals**

Our friends. Why we care for domestic animals; and how. Examples, horse and cow; dog and cat. Stories of affection and service of animals. (One lesson is not sufficient, on any subject). Food suited for the animal, shelter, etc. Need of water, cleanliness, etc.

Wild animals. Their food, shelter, etc. Fox or wolf should be contrasted with dog, lion or tiger with cat, squirrel with rabbit, wild bird with tame canary, or pigeon, etc.

Study animal's special activities; how it lives; how it cares for its young. Note birds, and their departure for warmer climates, if possible. Watch insects. Obtain and keep cocoons.

**Weather.**

Records kept by the class. Note fine days, wet days; and later, cold days and wind should be noted as well as snow storms. The wind, an unseen yet powerful and useful force. What does it do to help us, to help plants? Can it be destructive? Fine days, their use. Rainy days, their use. Cold weather, is it useful? Must we prepare ourselves for fine, warm weather, for wet weather, for cold weather?

General suggestions for work from February to June are as follows:—

**Plants.**

Trees:—Their appearance now. Absence of plant life activity out-of-doors. Note the evergreen trees. Can we have plants in our homes? How? What will they need?

Seed collections should be looked over and the planting of seeds should take place as soon as conditions permit. The enjoyment of the early spring and summer. Flowers should form an important feature of the work. (See notes for September.

**Animal Life.**

**Birds.**

Arrival. When did they go away? Find out what they are doing now that they have returned. The robin, blue-bird, crow, red-winged black-bird, and song-sparrow are some of the first comers to be noted.

Young creatures of all kinds and the activities of the mothers or parents in caring for them should be observed. Chickens may be seen in many parts of the city, and in the suburbs. Pictures of other creatures should be used.

Cocoons and butterflies will give pleasant and useful lessons. Note how the insects prepared for their long sleep; how they awake, and act.

**Weather.**

Records should be kept, emphasizing signs of spring and increasing activity in Nature.

Reference books: "Nature Study in Elementary Schools." (Wilson).

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## SEAT WORK FOR PRIMARY CLASSES.

It is desirable to divide our classes into two groups or divisions in some of the work in the lower grades. Lessons in reading, arithmetic and some lessons in phonetics and in writing should be given to the class in separate groups. The groups may be divided with reference to the following principles:—(a) Some of the children are older than others and more mental effort may be expected of them; (b) Some of the children have had good previous training—in the kindergarten, or at home; (c) Some of the children are physically more capable than others. Hence to separate these children from the others for certain school studies without comment and to give them opportunities for going forward more educationally. Taking a group aside and giving them special attention in their recitations is desirable. Should none of the above reasons exist for dividing the class, let the class still be divided and each group will make all the rapid progress because of the greater opportunities.

Also, it is desirable that children learn to work independently, neatly and orderly, to consider others and to form the habit of courteous consideration.

Exercises should be repeated until children attain a certain skill in their action. It is important that the child be pleased and encouraged at his efforts and thus become more self-reliant and independent.

Variations must be introduced that the work may not become mere routine. The work must be planned for the average ability of the class and those who are below the others may be allowed to do as they please or go to the blackboard to draw, *provided they do not disturb anyone*. The teacher must take five minutes each day to look over and comment on this seat work so that the children may feel comfortable for the period.

## SUGGESTIONS FOR SEAT WORK.

1. In the early part of the year when the children are first associating numbers with their symbols, a list of figures is written on the blackboard and the children string beads or arrange blocks to correspond to the list, or they may make sticks, or paste squares or circles of paper.

2. Beads, sticks, squares and circles of coloured paper may be used to present simple combinations of number which have been studied first and then copied on the blackboard for this work.

3. When the children begin to count by twos and threes, the laying of sticks, stringing of beads and pasting of coloured circles or squares of paper may be used again. Directions are given to paste three twos, for example, and a list of the number of twos may be placed on the blackboard as:—paste 2 twos, 3 twos, etc.; or directions may be given to arrange different numbers in groups of two. A list of numbers to be so arranged is written on the blackboard as:—arrange 4 in twos, 6 in twos, etc.

4. Words which are used in the reading lessons may be cut from old readers or magazines, pasted on slips of cardboard and given to each child to be kept in an envelope in the desk. Sentences from the reading lessons—or other sentences—may be written on the blackboard and children required to reproduce these at their desks with the words supplied.

5. Original sentences may be made with these words.

6. Let the children illustrate a favourite story by drawing or by paper cutting. In later grades they may write out a story in their own words, sometimes the story's title may be given and again each individual may choose for himself.

7. Let the children draw lists of toys, etc., write lists of toys, shopping lists, etc., etc.

8. Let children cut out or draw tools belonging to an occupation—as, the farmer's tools, the carpenter's, the blacksmith's, etc., or write the names of the tools in later grades.

9. Let children cut out fruits from coloured papers one day, vegetables another—choosing appropriate colours.

It is earnestly hoped that these suggestions will be selected and arranged by teachers with reference to the ability of the class they are dealing with, and the principle, so important in education, borne in mind,—namely, progress. Let the children begin with the easy, simple exercises, achieve a certain amount of ability and skill in their execution and then be given more difficult exercises.

No doubt the above suggestions can be added to by many teachers and it is hoped that this will be the case.

#### FIRST YEAR—FIRST HALF.

##### CONSTRUCTIVE WORK WITH PAPER AND CARD.

This should include: Strip Work, Pasting, Cutting, Folding with paper and some simple card-construction of furniture, paper-trays, etc.

Expression of ideas through material is an important mental aid to children and the work should be correlated with Nature Study and Oral English; also with Arithmetic, where measurement is an element in it. The main aim should be to arouse inventiveness, effort and pleasure in creative activity.

Teachers who have had no instruction in hand-work can obtain typewritten suggestions and instructions for simple basic forms from the Superintendent, but they should also take suggestions from the books of reference supplied to the schools. The School Arts Magazine, Constructive Work by Worst, Primary Manual Work, Ledyard, and Gateways to Art and Industry, and Hoxie's School and Home Hand Work are some of these. (Add others).

##### *Illustration of Stories and Conversations.*

1. By Strip Pasting.

2. By cutting (either scrap pictures grouped, line cutting of objects supplied by the teacher, or free cutting).

3. By Folding and Cutting.

In strip pasting, the squares may be at first cut into strips by the teacher, but the children should soon learn to cut them, by folding and creasing the paper to show the line.

## SUGGESTIONS FOR SEAT WORK.

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Cut-out pictures or objects may be grouped on small manilla sheets, each child choosing a part of the story to illustrate, or several children may cut objects to be mounted on a large sheet of card-board or wrapping-paper. Much of this should be free cutting, and after objects have been cut by line, the same thing could be tried freehand.

Folding and cutting may be used together to make furniture and other objects for a house represented by a cardboard or wooden box; or may be used in the sand-tray, or set on a sheet of card-board.

### *Construction of Useful Objects.*

Paper-trays, boxes and envelopes for holding seeds, number material, etc., and small gifts for friends at Christmas time are valuable additions to the work.

It is important to repeat most of the forms made, in a different size, or with some small change in detail. The children should be assisted to invent these small changes. Repetition in this way forming a sequence helps them to grasp the principle of the work. A possible sequence would be round and elliptical plates, then fruits based on circular shapes; or this order reversed.

## FIRST YEAR—FIRST HALF.

### *Plastine or Clay.*

1. The same as in the Kindergarten, looking for more definite results in the type-forms modelled. Comparatively little attention should be given to details; mass, not detail, is the general art principle in modelling.

2. The modelling of fruits, vegetables and animals on tablets may be attempted. A modelled tablet about four inches wide should be a quarter or a half inch in thickness.

Tablets are built up by pressing and packing the clay or plastine firmly together with the thumbs. Objects should be built up upon the tablet firmly and strong, not separately.

## FIRST YEAR—SECOND HALF.

The work of the first half-year is to be continued, and by repeating some of the same forms in heavier-weight paper, card-construction is begun.

Use the children's inventions, suggestions and original work in every possible

### *Illustration of Nature Lessons and Conversation.*

Cutting: birds, flowers, fruits, vegetables, animals, stars, moon, etc. These sometimes be mounted as simple pictures of change of season, the sky in different times, and out-door industries such as lumbering.

Farm, farm-yard, duck-pond a market, street, or village, a circus, or wild show, groups of trains, and vehicles of different kinds are all scenes which can be pictured in folding and cutting.

*Number related with Hand-Work.*

Have children often measure paper used for furniture or useful objects, and notice division into equal parts and into what kind of parts.

Have them cut strips to measure, for paper chains and other decorations; also make small booklets from the oblong sheets supplied. These should be used for writing words they know and number problems as examples of their progress to give to parents. The covers may be decorated.

The teacher should find out what has been done with hand-work in the Kindergarten, if her children have come from Kindergarten, and the same work should not be repeated, except where it can be taken as a base for a new step.

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## DRAWING AND COLOUR.

FIRST YEAR, FIRST HALF.

FIRST YEAR, SECOND HALF.

*Mediums:—*

Blackboard. White Chalk.

Bogus or similar gray or brown paper 6" x 9".

Scribbling paper 6" x 9".

Manilla Drawing paper, 6" x 9".

Coloured Folding paper.

Black-coated Silhouette paper.

Large sheets of Manilla Drawing paper 21" x 36".

Large Demonstration Brush. Water-jug or teapot.

Reeves' Primary Colour Box No. 50, containing:—

Gamboge, Crimson Lake, Cobalt Blue, and Ivory Black.

Reeves' Siberian Brush No. 5.

Pan for water, blotting-paper, and a paint-cloth.

Envelope for keeping work.

*Time:—*One hour and a half each week apportioned as follows:

Cutting—Twenty minutes.

Folding—Twenty minutes.

Plasticine—Twenty minutes.

Painting—Thirty minutes.

Three art principles should be borne in mind by the teacher, and the children are to feel the help and value of observing them in their efforts to represent what they see, namely:—

a) Form.

b) Colour.

c) Arrangement.

In painting, aim for correct handling of the brush and care of material as well as freedom of expression. Have plenty of imaginative work and story-work, using scissors as well as brush.

Keep to primary colours at first and use only one colour for a lesson.

Blobs, washes and floating in colour are taught in this year, the principles are applied practically.

In clay, sand, and in the cutting and tearing, attention is drawn more directly to form.

If cut or torn paper is mounted, attention is drawn to arrangement.

In selecting objects or topics for art work the teacher will be guided largely by the season, and by the interests and activities of the class.

## FIRST YEAR.

## MUSIC.

## FIRST YEAR, FIRST HALF.

## Plan of Work.

September or February.

Voice. See par. 1.

Tune. Teach the tones of "C" and "F." See par. 3. Divide good from bad. See Introd., Par. 2, 8, 15.

Songs. See par. 5. Teach "God Save the King."

October or March.

Voice. See par. 1.

Tune. Teach the tones of "C" and "F." See par. 3.

Songs. See par. 5.

November or April.

Voice. See par. 1.

Tune. Teach "C" and "F" by step. See par. 3.

Lar. See par. 4.

Songs. See par. 5.

December or May.

Voice. See par. 1.

Review all work.

"Children will, when pleased and not restrained, shout and sing to the extent of their power. But if this is not acceptable in adult voices, if pure tone and pure articulation of words is desirable in older students, it is much more so with children. Voices are not alone concerned in this matter. Health itself demands more sensible treatment, and those who violate these healthful demands should be made responsible for the injury done in this most unscientific manner."—Dr. Streeter.

1. **VOICE TRAINING.** (See Introd., pars. 1 and 3.) (a) See to the temperature of the room. (b) *Position.* (See Introd., par. 3a.) Stand, heels together, hands hanging loosely at the sides. *The shoulders must not be raised.*

*Breathing exercises.* (See Introd. par. 3c.) Children inhale through the nostrils as the teacher slowly lowers her hand, and exhale through the round lips as the hand is raised. Repeat two or three times.

**NOTE.** Care must be taken not to fatigue the children. The lower the teacher's hand is raised and lowered, the more fatiguing the exercise becomes.

2. **TOSE.** (See Introd., par. 3, 3b, 3d, 3e.) Insist on soft clear tone. Power is not desired in this grade. To secure this the teacher must herself set a careful pattern, and see that the children imitate correctly. The range of voice in this grade should not go below C nor above E<sup>1</sup>.

**TECHNIQUE.** To imitate with soft, clear tone, well opened mouths, and clearly enunciated vowels, the following exercises.

"The Bells" Keys C, Db, D, Eb, E.

{ d' t l s f m r d' }

To raise the soft palate.

Dong, dong, dong, dong, dong, dong, dong, dong.

For opening the lips.

Bim, bom, bome, bell, bim, bom, bome, bell.

Where, when, why, what, where, when, why, what.

Movement of lower lip.

Fair, fell, fine, foal, fair, fell, fine, foal.

Imitate, as above, any simple phrases sung by the teacher to vowels or the syllables while pointing on the Modulator.

Examples:

KEY F.	KEY Eb.	KEY G.
m : s : m	d' : t l s :	m : f s t m :
s : f m :	m s : d' t : —	d t m r : d
s l : s	d' t l s f m	s l s f m r d

3. TUNING (See Intro., par. 4.) (a) Sing *inductively*, led by class from teacher's pointing on the Modulator, or from the Manual Signs, the tones of Ionic Chord in easy order.

Examples:

Key F.	Key G.	Key D.	Key E.
d s m	m s d	d m s d	d s d m
d m s	s m d	d s m d	d m d s
m d s	s d m	d s m d	m s s d
s s m	m m s	d s d d	d m m s
d d s	m m d	d d m d	m s m d
s m m	s s d	d m d d	s d s m
d d m	s d d	d d s m	s m s d

(b) After the class has become familiar with the tones of the Ionic Chord, teaching of "re" and "ray", stepwise, can easily be accomplished, following certain melodiousness and variety, being introduced into the Modulator drill.

4. EAR TRAINING. (See Intro. par. 9.) Teach the class to recognize the kinds of sound, and to imitate phrases of melody sung or played, by the

Examples:

1. What makes this sound?

1. Foot scraping on the floor.
2. Baton, pencil or tuning fork tapping the table.

3. Baton, pencil or tuning fork tapping the blackboard.
4. Baton, pencil or tuning fork dropped on the floor.
5. Pencil or tuning fork tapping the baton.

All these articles must be hidden from the class during the experiments.)

- a) How many tones do I sing?
- b) Which way do they go, up or down?
- c) (Teacher sings tones to numbers). Which is highest? lowest?
- d) Is this loud or soft?
- e) How many tones are loud? how many soft?
- f) Does this tune get louder or softer?
- g) Teacher sings musical sentences, or parts of songs, at varying pitch.

the class imitating what is sung.

**In this, as in all other branches of the singing lesson, it is essential that sections of the class be tested, and that the leadership of a few prominent voices be not accepted as a class response, and that the "Play" element centre largely into all exercises.**

5. SONGS. (See *Introd.*, pars. 11 and 12.) Sing with clear enunciation of words, and *soft*, pure tone, at least five songs: in which motion songs, such as children of this age can understand, should play a prominent part. Each class is supplied with "Nursery Jingles" (Watson), "Nursery Rhymes" (Elliott), and "Imperial Action Songs," Part I., all of which contain songs such as children of this age sing with delight. An effort should also be made to teach some songs suitable to the various seasons of the year. Songs for special occasions such as Christmas, Easter, Thanksgiving, etc., should not, as a rule, be used after the occasion is past. To encourage soft singing, nothing is more suitable, or helpful than a lullaby, while many moral truths and facts of nature may be more firmly impressed on the minds of young children through the medium of song, than by means of a more formal lesson.

Any of the following songs from "Imperial Action Songs," Part I., may be taught in this grade: Pages 1, 2, 5, 9, 10, 12, 13, 14, 17, 20, 21, 32, 34, 38, 41, 46, 48, 52 (No. 36), 54.

PATRIOTISM.—"Empire Songster," pages 1 and 27. (obligatory.)

No Modulator needed in this grade; write the notes on the blackboard.

## MUSIC.

### FIRST YEAR, SECOND HALF.

#### Plan of Work.

September or February.

Voice. See par. 1.

Tune. Revise Tonic chord, see par. 4. Divide good from bad. (See *Introd.*, par. 2, *Sh.* 15.)

Ear. See par. 5.

Songs. See par. 5. Teach, "God Save the King" and "Flag Song".

October or March.

Voice. See par. 1.

Tune. Teach t and r, see par. 4.

Time. Teach pulse tones in two pulse measure, see par. 3.

Ear. See par. 5.

Songs. See par. 6.—Teach,—“God Save the King” and “Flag Song.”

November or April.

Voice. See par. 1.

Tune. Teach f and l, see par. 4.

Time. Teach Continuations in two and three pulse measures, see par. 3.

Ear. See par. 5.

Songs. See par. 6.

December or May.

Voice. See par. 1.

Review all work.

“To insist on the formation of good habits is to save the time and labour necessary to correct bad ones.” (Evans.)

1. VOICE TRAINING. (a) (See Introd., pars. 1 and 2.) See to the temperature of the room.

(b) *Position.* (See Introd., par. 3a.) Stand, heels together, hands with fingers in front resting lightly on the hips. *The shoulders must not be raised.*

*Breathing exercises.* (See Introd., par. 3.) “Blowing the feather” Children inhale *through the nose* while the teacher slowly lowers her open hand, children exhale the breath through the rounded lips, as if blowing a feather across the room, while the teacher's hand ascends. Repeat the exercise two or three times.

(c) “The Bee.” Inhale as at (c). Exhale through loosely vibrating lips, on low D, or E, making a sound like the humming of a bee. Repeat two or three times.

N.B.—*Care must be taken not to fatigue the children.* The slower the teacher's hand is raised and lowered, the more fatiguing the exercise becomes.

2. TONE. (See Introd., pars. 3b, 3d, 3e.) Insist on soft, clear tone: this is not desired in this grade. To secure this the teacher must herself set a careful pattern, and see that the children imitate correctly. The children in this grade should not be called upon to sing below C, or above E.

(a) “The Bells.” See First Year, First Half, par. 2a.

(b) Class to imitate, with soft, clear tone pure vowels and well rounded mouths, any simple phrases sung by the teacher while pointing on the modulator.

**Examples.**—(Sing to Solfa names, vowels, figures, or words.)

By combining any of the phrases in aa - bb - cc, or dd - ee, exercises of varying lengths can be formed.

(aa) KEY G.

d : - : m  
m : m : s  
m : d : s  
d : d : m

s : - : -  
d : - : m  
s : - : -  
s : - : m

(bb) KEY E.

m : - : r  
f : m : r  
m : r : d  
d : t<sub>1</sub> : l<sub>1</sub>

d : r : m  
m : - : -  
t<sub>1</sub> : d : r  
s<sub>1</sub> : - : -

(cc) KEY F.

m : m : f  
s : l : s  
d : r : m  
s : - : f

s : - : m  
f : m : t  
r : - : -  
m : - : -

(dd) KEY E.

s : -  
s : m  
d : s  
m : m

d : -  
m : -  
m : d  
s : d

m : -  
m : d  
s : -  
m : -

s : -  
m : f  
m : s  
s : -

d<sup>1</sup> : -  
s : s  
l : s  
- : -

t : l  
s : l  
s : m  
- : l

s : f  
l : -  
m : -  
t : d<sup>1</sup>

(ee) KEY D.

3. TIME. (See Introd., par. 5.) Teach the class:

(a) To sing pulse tones and continuations in two and three pulse measures, to time names, monotone, and simple tune. The examples printed in 2(b) above, can be used for this purpose.

(b) To recognize the strong and weak accents when sung, and have the scholars clap hands, or tap on the desks when *strong* accents are sung by the teacher.

(c) To recognize how often the strong accents occur—one in two, or one in three—in tunes sung by the teacher.

4. TUNE. (See Introd., par. 4). (a) Sing *individually* and by class from the teacher's pointing on the Modulator, the tones of the Tonic chord in easy order and the rest of the scale by step.

Examples:

KEY D.

(1) { d m r d m s f m s d<sup>1</sup> t l s f m

KEY E.

(2) { m r d t<sub>1</sub> l<sub>1</sub> s<sub>1</sub> d m s f m r d t<sub>1</sub> d

(a) Sing to "laa," individually and by class, from the Modulator and manual signs, the tones of the Tonic Chord in easy order.

5. EAR TRAINING. (See Introd., par. 9.)

(a) Class to indicate by motions of the hand, the rise and fall of the tones in a tune or phrase sung to "loo," "laa," or numbers by the teacher.

Examples

d m. m s. m d. s d. s m. s m d. m s d.

Class to recognize how many tones go up? how many come down? how many are the same?

Examples

m t s l s d d d m. s s s t m t. m t s l s s m.

( To recognise and sing the tone "doh" from fragments of school songs or hymn tunes sung by the teacher to words, or "laa," in different keys, care being taken not to end upon the tone required to be named by the class; or from the examples printed below.

Examples:—(Change Key frequently, and do not sing chord before singing the examples.)

## KEY F.

## KEY D.

· s : l | s : f : m , r : - : - | d : - : - | d : - : | m : - : s : l | s : f : m : - : |

## KEY G.

## KEY E.

· m : f : s : d : r : m , r : - : s : m : - : - | d : - : l : s : f : m | r : m : f | m : - : - : |

(d) See also I.-1. Par. 6.

6. SONGS. (See Introd., pars. 11 and 12.) Sing with clear enunciation of words and soft, pure tone at least five songs, in which motion songs, such as the children of this age can understand, should play a prominent part. Each class is supplied with "Nursery Rhymes" (Elliott), "Nursery Jingles" (Watson), and "Imperial Action Songs," Part I., all of which contain short songs such as children of this age sing with delight. An effort should also be made to teach some songs suitable to the various seasons of the year. Songs for special occasions, such as Christmas, Easter, Thanksgiving, etc., should not, as a rule, be used after the occasion is past. To encourage soft singing nothing is more suitable or helpful than a lullaby, while many moral truths and facts of nature may be more firmly impressed on the minds of young children through the medium of song, than by means of a more formal lesson.

Any of the following songs from "Imperial Action Songs," Part I., may be taught in this grade:—Pages 4, 6, 8, 16, 18, 22, 24, 26, 28, 30, 33, 36, 40, 42, 44, 47, 50, 51, 52 (No. 37).

PATRIOTISM.—"Empire Songster," pages 1 and 27. (Obligatory.)

"Doh Chord" Modulator required in this grade. Write new notes taught on the blackboard, not on the Modulator.

**PHYSICAL TRAINING.****First Year.**

Teachers must follow the Course as outlined in the Introduction.

**GENERAL INFORMATION.****FIRST YEAR, FIRST HALF.**

1. Pupil's name.
2. Age last birthday.
3. Date of birthday.
4. Father's name.
5. Home address.
6. Name and address of school.
7. Name of Principal and teacher.
8. Name of grade and number of classroom.
9. Days of week.
10. Months of year.
11. Coins, 1 cent, 5 cents, 10 cents.
12. Dozen.
13. Kindness to Animals.
14. Name of King, Flag and Country.
15. Care of our Teeth.
16. "Safety First."

**FIRST YEAR, SECOND HALF.**

1. Pupil's name, age last birthday and home address.
2. Date of birthday.
3. Father's name.
4. Name and address of school.
5. Name of Principal and teacher.
6. Name of grade and number of classroom.
7. Use of monthly calendar, days of week and months of year.
8. Canadian coins.
9. Dozen, foot, yard.
10. Name of our city.
11. Clock face. Hours and half-hours.
12. Kindness to Animals.
13. Name of King, Flag and Country.
14. Name of Governor-General.
15. Dominion Holidays.
16. Care of our Teeth.
17. "Safety First."

# SECOND YEAR—FIRST HALF.

SUBJECTS	TEXT BOOKS	LIMITS	WEEKLY TIME	
			Hours	Min.
Opening Exercises, Morals } and Scripture..... }	Course outlined in Manual for Teachers.....	Class Reader and several other First Readers to be read with ease.....	1	15
Reading.....	Imperial Reader, Book II.....	Words selected from First Readers.....	3	20
Spelling.....	Supplementary Readers.....	Book No. 2.....	1	00
Writing.....	Philips' Semi Upright.....	At least four selections.....	1	00
Memory.....	Selections indicated in Manual for Teachers.....	Counting numbers to 500, writing (in figures) and reading numbers to 100.....	..	40
Oral English.....	Course outlined in Manual for Teachers.....	As indicated in the Manual for Teachers.....	..	50
Arithmetic.....	Course outlined in Manual for Teachers, Primary Exercises No. 1.....	..	2	00
Drawing and Colour.....	Prang's Parallel Course, Bk. I.....	..	1	10
Nature Study.....	Course outlined in Manual for Teachers.....	..	..	40
Music.....	Course outlined in Manual for Teachers.....	..	1	00
Physical Training.....	Course outlined in Manual for Teachers.....	Two-minute Exercises.....	..	..
Recess.....	..	..	1	40
Closing Exercises.....	..	..	..	25
Fire Drill.....	..	Art. XLIII of the Regulations of the Board.....	..	..
			15	00

# SECOND YEAR—SECOND HALF.

SUBJECTS	TEXT BOOKS	LIMITS	WEEKLY TIME	
			Hours	Min.
Opening Exercises, Morals } and Scripture } Reading.....	Course outlined in Manual for Teachers..... Imperial Reader, Book III..... Supplementary Readers.....	..... ..... Class Reader and several other Second Readers to be read with ease and expression ..... Words selected from Class Reader ..... Book No. 3 ..... At least four selections.....	1 3 1 1 ..	15 20 00 00 40
Spelling.....	Phillips' Semi-Upright.....	.....	..	40
Writing.....	Selections indicated in Manual for Teachers.....	.....	..	50
Memory.....	Course outlined in Manual for Teachers.....	.....	..	00
Oral and Written English..	Primary Exercises, No. 2..... Course outlined in Manual for Teachers.....	..... Counting to 2,000, writing (in figures) and reading numbers to 500.....	2	00
Arithmetic.....	Prang's Parallel Course, Bk. I..... Course outlined in Manual for Teachers.....	..... As outlined in the Manual for Teachers.....	1	10
Drawing and Colour .....	Course outlined in Manual for Teachers.....	.....	..	40
Nature Study.....	Course outlined in Manual for Teachers.....	.....	1	00
Music.....	Course outlined in Manual for Teachers.....	.....	..	40
Physical Training.....	Course outlined in Manual for Teachers.....	.....	1	00
Recesses.....	Two-minute Exercises.....	.....	..	40
Closing Exercises.....	.....	.....	1	40
Fire Drill.....	.....	Art. XLIII. of the Regulations of the Board..	..	25
			..	..
			15	00

SCRIPTURE.

FIRST HALF YEAR.

Bible Stories about Moses, Joseph, Daniel, etc., and review of former stories.

Memory Work: -

(a) REVIEW.—The Lord's Prayer; Genesis VIII: 22; I Samuel II: 2; Psalm XXIII; Psalm LXVII: 1, 2, 5, 6; Psalm C; Luke II: 8-16;

(b) NEW SELECTIONS.—Psalm IV: 8; Luke VI: 31; Luke XII: 27; Luke XVIII: 16; John III: 16; Colossians III: 22; Proverbs III: 6.

(c) OPTIONAL.—Psalm XXIV: 1; Psalm XXV: 1; Psalm LXXV: 1; I John IV: 19; Ephesians IV: 32; Proverbs III: 5-7; Proverbs XV: 1, 17; Proverbs XXII: 1, 2, 6; Psalms XXIV: 1; Psalm XLI: 1; St. John XV: 13; St. John XIV: 1 to 6; St. Matt. XI: 28 to 30.

SECOND HALF YEAR.

Old Testament: Bible Stories about Moses, Joseph, Daniel, Jacob and Abraham.

New Testament: Birth of Jesus, Visit of the Wise Men, Presentation, Flight to Egypt, Jesus in the Temple.

Memory Work: -

(a) REVIEW.—The Lord's Prayer; Genesis VIII: 22; I Samuel II: 2; Psalm IV: 8; Psalm XXIII; Psalm LXVII: 1, 2, 5, 6; Psalm C; Proverbs III: 6; Luke II: 8-16; Luke VI: 31; Luke XII: 27; Luke XVIII: 16; Colossians III: 22.

(b) NEW SELECTIONS.—Psalm XXIV: 1; Psalm XXV: 1; Psalm LXII: 5-8; Psalm LXXV: 1; Ephesians IV: 32; I John IV: 19; Proverbs III: 5-7.

(c) OPTIONAL.—Solomon's Songs II: 11, 12; Isaiah IX: 6; Romans XII: 10; Proverbs XV: 1, 17; Proverbs XXII: 1, 2, 6; Psalm XXIV: 1; Psalm XLI: 1; St. John XV: 13; St. John XIV: 1 to 6; St. Matt. XI: 28 to 30.

READING.

Second Year.

Note.—Teachers should read carefully the instructions for First Year.

1. Continue plan outlined for First Year.

a) Lessons from board.

b) Lessons from class readers.

2. Continued use of supplementary readers.

a) Frequent exercises in reading easy selections at sight.

b) Silent reading encouraged.

3. Continued use of Phonetics.

a) Exercises to secure distinct articulation.

b) Exercises on ready recognition of words of cognate sounds.

4. Good stories and selections read to class, and learned by heart.

5. The reading-lesson should be thought of, from the children's point of view, as something interesting, where new ideas are to be gained. A selection begun should be finished, whenever possible.

MEMORY SELECTIONS.

FIRST HALF YEAR.

Second Year.

Sleep, Baby, Sleep.	}	-	-	-	-	-	-	R. L. Stevenson
A Good Play.	-	-	-	-	-	-	-	S. Baring-Gould
Child's Evening Hymn	-	-	-	-	-	-	-	Martin Luther
A Child's Christmas Hymn	-	-	-	-	-	-	-	R. L. Stevenson
My Shadow	-	-	-	-	-	-	-	

The Star.	
The Voice of Spring	<i>H. Man</i>
Where go the Boats?	<i>Stevenson</i>
The Lamb	<i>Blake</i>

(At least four of these selections.)

## SECOND HALF YEAR.

All Things Bright and Beautiful	<i>Mrs. Alexander</i>
The Wonderful World	<i>William B. Rands</i>
Always Speak the Truth.	
I Chatter Over, from "The Brook" (4 stanzas)	<i>Tennyson</i>
Windy Nights	<i>R. L. Stevenson</i>
The Four Winds	<i>Sherman</i>
Dandelion	<i>Nellie Garabrant</i>
Coasting	<i>Mather</i>
Carol	<i>Wm. C. Brown</i>
What the Winds Bring	<i>Stedman</i>
The Story Teller	<i>Sherman</i>

(At least four of these selections.)

## STORY TELLING.

## General Instructions.

1. **Minimum required:**  
One story each month.
2. **Desirable Amount:**  
Two stories each month.
3. **Maximum Allowable:**  
One each week.

## BOOKS WITH DESIRABLE STORIES FOR THE USE OF TEACHERS:

1. **Literature:**
  - (a) How to Tell Stories to Children.
  - (b) For the Children's Hour.
  - (c) For the Story Teller.
  - (d) Fairy Stories Every Child should Know.
  - (e) The Teachers' Story-Teller's Book.
  - (f) Aesop's Fables.
  - (g) Grimm's Fairy Tales, Parts I and II.
  - (h) Andersen's Fairy Tales, Parts I and II.

## STORIES TO BE TOLD.

## Second Year.

## First Half Year.

(In order of fitness.)

## Obligatory:

1. Cinderella.
2. Why the Sea is Salt.
3. Five Peas in a Pod.
4. The City Mouse and the Country Mouse.
5. The Travellers to Bremen.

**Optional:**

1. The Discontented Tree.
2. Little Cosette (Christmas).
3. Why the Evergreen keeps its Leaves. (Nature).
4. Belling the Cat.
5. Sleeping Bear.

**Second Half Year.****Obligatory:**

1. Epaminondas and His Aunt.
2. The Half Chick.
3. The Three Wishes.
4. Snow White and the Seven Dwarfs.
5. The Shoemaker and the Elves.

**Optional:**

1. Hans and Gretel.
2. Tiny Tim (Christmas).
3. The First Thanksgiving (Thanksgiving).
4. The Boy that Cried "Wolf."
5. One Eye, Two Eyes, and Three Eyes.

**ENGLISH LANGUAGE.**

As in First Year, power of expression should be gained by the children through conversation, and "oral composition" on interesting subjects. The re-telling and dramatization of stories and experiences should not be dropped. Indian legends, which connect with Canadian History should be given, and should be a basis for expression in hand-work. Norse and Greek Myths can be related with Nature-Study, and fairy-tales should not be omitted, conversation about all of these and about Nature-study and excursions, should furnish good material for sentences to be written on the blackboard and also by the children, in their exercise-books, as they become able to write. This oral composition may be gradually developed into written composition towards the end of the year. Explanation of the right use of capitals and punctuation, should be given with the opportunity for using them.

Examples of letter-writing should be connected with the use of dates and addresses under "General Information," but should always be on some interesting subject as, the description, to an absent friend, or a child in some other country, of a holiday, place or incident, in the experience of the class.

The oral composition, and the written, when it occurs, should follow soon after the Scripture, Memory-selection, Nature-study, story, etc., with which it is connected. This will require thoughtful planning of the day's work. The average time allotted should not be less than ten minutes, and by connecting composition, oral or written, with these other studies it will often be possible to do more of it.

Explanation of the right use of capitals, punctuation, abbreviations, plural forms, etc., should be given, as the opportunity for using these arises, and much of the material in the "General Information," will come up naturally in connection with letters and narrations.

## SEPTEMBER OR FEBRUARY.

1. **This is** (about 2 lessons.) Tarbell p. 19.
2. **This** and **That** in singular only (about 3 lessons.) Tarbell p. 19.
3. **The plural** (about 10 lessons.)  
Tarbell pp. 21-23.  
N.B.—Review at each lesson.

## OCTOBER OR MARCH.

1. **Is** and **are** (3 lessons.)  
Tarbell p. 24.
2. **These** and **those**.  
(a) as *demonstrative pronouns* (3 lessons.)  
Tarbell p. 24.  
(b) as *pronominal adjectives* (3 lessons.)  
Tarbell p. 25.
3. **Is** and **are** again; **and**; (6 lessons.)  
Tarbell pp. 25, 26, 27.
4. **Optional, supplementary and review** (5 lessons.)

## NOVEMBER OR APRIL.

1. **Word-building and word-binding.**  
Wood, standard 1, lesson 1 (5 lessons.)  
N.B.—Word-building should be the foundation of spelling.  
In these exercises use the blackboard freely, and let pupils begin to transcribe and fill in, if they can.
2. **There is; there are** (4 lessons.)  
Tarbell pp. 27, 28.
3. **Here** and **there** (4 lessons.)  
Tarbell pp. 28, 29.
4. **Living pictures**, description of (2 lessons.)  
Select for description some arrangements suggested on pp. 10-12 Tarbell.
5. **Optional, supplementary and review** (5 lessons.)

## DECEMBER OR MAY.

1. **Word-building and word-binding** (5 lessons.)  
Wood, standard 1, lesson 2.
2. **Has** and **have** (3 lessons.)  
Tarbell pp. 29, 30.
3. **Was** and **were** (4 lessons.)  
Tarbell pp. 30, 31.
4. **Living pictures** (2 lessons.)  
Tarbell pp. 10-12.
5. **Optional, supplementary and review.** (5 lessons.)

## JANUARY OR JUNE.

1. **Word-building and word-binding** (5 lessons, oral and written.)  
Wood, standard 1, lesson 3.
2. **How to write a sentence or statement** (2 lessons, oral and written.)  
See Hyde, lesson 2.
3. **Adjectives** (5 lessons.)  
Tarbell pp. 31, 32.
4. **Oral descriptions** (4 lessons, one each week.)  
Tarbell p. 32 and introduction pp. 10-14.
5. **Review and supplementary** (4 lessons.)

## FEBRUARY OR SEPTEMBER.

1. **Word-building and word-binding** (5 lessons, oral and written.)  
Wood, standard 1, Lesson 4.
2. **Questions** (2 lessons, oral and written.)  
Hyde, lesson 3.
3. **Use of personal pronouns as subjects of verbs:**  
Singly (5 lessons.)  
Tarbell pp. 33, 34.
4. **Oral descriptions as in preceding month** (4 lessons, one each week.)
5. **Review and supplementary** (4 lessons.)

## MARCH OR OCTOBER.

1. **Word-building and word-binding** (5 lessons, oral and written.)  
Wood, standard 1, lesson 5.
2. **How to write names** (2 lessons, oral and written.)  
Hyde, lesson 6.
3. **Use of personal pronouns as subjects of verbs:**  
In combination with nouns (5 lessons.)  
Tarbell pp. 37-39.
4. **Oral descriptions as in preceding month** (4 lessons, one each week.)
5. **Review and supplementary** (4 lessons.)

## APRIL OR NOVEMBER.

1. **Word-building and word-binding** (5 lessons, oral and written.)  
Wood, standard 1, lesson 6.
2. **The word, I** (2 lessons, oral and written.)  
Hyde, lesson 9.
3. **Predication of action** (2 lessons.)  
Tarbell pp. 34, 35.

4. **Use of adverbs** (3 lessons.)

Tarbell, p. 44.

5. **Oral description of actions** (4 lessons.)

Tarbell p. 35.

6. **Review and supplementary** (4 lessons.)

N.B.—Topics 3, 4 and 5, should be taken in connection with, and in continuation of one another.

## MAY OR DECEMBER.

1. **Word-building and word-binding** (5 lessons, oral and written.)

Wood, standard 1, lesson 7.

2. **Abbreviations** (3 lessons, oral and written.)

Hyde, lesson 23.

3. **Oral descriptions** (4 lessons, one each week.)4. **Written exercises** (4 lessons, one each week.)

See Tarbell, p. 5, "dictation."

Hyde, lessons 10 and 11.

5. **Review and supplementary** (4 lessons.)

## JUNE OR JANUARY.

1. **Word-building and word-binding** (5 lessons, oral and written.)

Wood, standard 1, lesson 8.

2. **Abbreviations** (3 lessons, oral and written.)

Hyde, lesson 23.

3. **Oral descriptions** (4 lessons, one each week.)4. **Written exercises** (4 lessons, one each week.)

See previous month.

5. **Review and supplementary** (4 lessons.)

## WRITING

## SECOND YEAR.

I. **COPY-BOOKS.**—The copy-book prescribed for the Grade should be used daily, and care should be taken to apportion the work in it so that it will be continuous throughout the half-year. Each headline should be practised several times on foolscap paper, and emphasis should be laid on correctness in the form of the letters. Pupils must not be allowed to undo in this work what they gain in position and freedom of the hand in the Movement Exercises.

II. **MOVEMENT EXERCISES.**—The first five minutes of each writing lesson should be given to the practice of the Movement Exercises to secure correct position of the body, arm, hand and fingers, and freedom of movement in writing. When the pupils are able to maintain a correct position of body, and do the movements without a pen or pencil in the hand, allow them to do the movements with a pen.

unsharpened pencil. The actual marks on the paper are not of first importance at this stage, and it is found that the making of the movement figures (writing the Exercises) on paper distracts the attention of the pupil from correctness of position and freedom of movement. In these exercises, the actual making of marks on the paper should be regarded as an incident to correct position and movement and these should be secured first. It will be sufficient if the daily time is given and the first two or three exercises practised.

## ARITHMETIC.

## Second Year.

## FIRST HALF YEAR.

1. Measurements continued as outlined for I-2.
2. Solution of problems continued.
3. Expression of number facts up to 100, through the use of figures.
  1. Counting to 500.
  2. Counting by 10's to 100.
6. Use of signs continued. No result greater than 15, except in addition of 10's to 100.
7. Coins continued to \$1.00. Dozen, hour, day, week, month, inch, yard, pint, quart,  $\frac{1}{2}$ ,  $\frac{1}{4}$ .
8. Oral and written drill in pure number as in Primary Exercises No. 1.

## SECOND HALF YEAR.

1. Measurements continued.
2. Solution of problems continued.
3. Expression of number facts up to 500 through the use of figures.
  1. Counting to 2000.
  2. Counting by 5's to 100 and 10's to 200.
6. Use of signs continued. No result greater than 20, except in addition by 5's to 100 and 10's to 200.
7. Coins continued. Dozen, minute, hour, day, week, month, inch, foot, yard, pint, quart, gallon,  $\frac{1}{2}$ ,  $\frac{1}{4}$ .
8. Oral and written drill in pure number as in Primary Exercises, No. 2.

Teacher should read carefully the instructions concerning the course as outlined in the Introduction.

"In primary grades the great bulk of the number exercises should be oral without the use of pencil or blackboard."

## NATURE STUDY.

## Second Year.

The suggestions given for excursions and planting, in First Year, should be carefully read. Knowledge gained and interests formed in First Year should be reviewed and encouraged. Sky and weather conditions should be carefully noted, especially in relation to birds. Not many birds will be seen on cloudy or windy days.

The children should also be taught to watch for birds and other creatures near water, and to note their drinking, bathing, etc.

If orchards and vegetable gardens can be visited or if vegetable seeds are planted by the class, excursions to a market will also be interesting to see the maturity and commercial value of fruits and vegetables.

Their condition, whether perfect or not, fresh or withered, ripe or unripe should be noticed.

If any lunch is taken, on excursions to the park or woods, children should be carefully taught to leave everything tidy.

*Planting:* Children may now be given seeds to take home and plant. They should be given careful directions, and should be encouraged to bring pot-plants to show their progress.

If a school Flower-show is given, some one from the home must certify that the child has taken all the care of his plant, himself.

*Spraying.* Plants may often be saved from insect injuries by spraying them twice a week. A cork with holes for spraying, to be placed in a bottle of water, may be had at the ten-cent stores. Books for reference. Comstock.

"Nature-Studies in Fields and Woods." (C. S. Reed.)

"How to know the Wild Flowers." (Mrs. Dana.)

Also the list given under First Year, and "Nature-Study Review," Ithaca N.Y.

"Bird Guide." Part II. (C. A. Reed.)

"Flower Guide." (C. A. Reed.)

"Tree Guide." (Julia Rogers.)

"Wild Animals Every Child Should Know." (Julia Rogers.)

"In the Child's World." (Poulsson.)

"Little Busy-Bodies." (Marks and Moody.)

(We are indebted for valuable suggestions to the Course of Study of the Schools of Baltimore, U.S.A., and to the "Nature-Study Review.")

#### FIRST HALF YEAR.

#### SEPTEMBER.

#### Excursions or Field Work.

<b>Plants.</b>	Flowers:—Recognition and naming of common wild flowers as golden rod, chicory and wild asters. Seeds:—In connection with flowers
<b>Animals.</b>	Insects:—In connection with dissemination of seeds—cocoons to be obtained if possible and kept. Insects to be kept in a glass aquarium emptied, with a net covering; or a box, low, with a net covering will answer.
<b>Sun.</b>	Observations:—The sun as an aid in ripening fruits, seeds What the sun does for man in children's experience.
<b>Weather, etc.</b>	Observations:—Records on blackboard or otherwise. Drawing, cutting and pasting, stories, poems in connection.

## OCTOBER.

## Excursions or Field Work.

- Plants.** Flowers:—Continue work with flowers as outlined for September. Attention to autumn leaves, naming and recognition of each leaf, maple leaf and elm leaf, with recognition of trees if possible.  
Seeds:—Acorns, horse-chestnuts and others to be collected.  
Fruit:—Fall fruits for market, naming of fruits useful to man and animals.
- Animals.** Insects:—Continued study of insects as outlined for September.  
Birds:—Note migration of birds.
- Sun and Moon.** Observations:—Continue conversations on the sun, introduce an interest in the moon, appearance, etc.
- Weather.** Observations:—Records on blackboard or otherwise. Drawing, cutting and pasting, literature, stories, poems, etc.

## NOVEMBER.

- Plants.** Trees:—Observations on appearance of trees, of disappearance of vegetable life, plant life.
- Animals.** Birds:—Migration of birds. Where they go? Why?  
Insects:—Where the insects go?  
Cat:—Its value in the home, its habits, mouth, teeth, claws. Use of different parts of its body. Cleanliness of the animal.
- Physiology.** Food:—General conversations on food, kinds of food good for us. Chewing of our food, care of our teeth.
- Sun and Moon.** Observations:—Which is brighter, the sun or the moon? Why? Has the moon always the same form when we look at it? What different forms? Why? Etc.
- Weather.** Observations:—Records on blackboard or otherwise. Drawing, cutting and pasting, stories, poems, etc.

## DECEMBER.

- Plants.** Evergreens:—Obtain from a market or a florist, twigs and bits of evergreen, and if possible a "Christmas tree." A balsam fir tree is good for study and observation. Points to be made,—character of leaves, how its leaves differ from leaves of trees studied in the autumn. The shape of tree. Its fragrance.
- Animals.** Sparrow:—Attention to be drawn to the bird that stays with us in winter. Its story, how it gets its food, where it lives.
- Stars.** Observations:—When we see them, where they get their light, which gives us most light, sun, moon, or stars? Are the stars of any use to us?
- Weather.** Observations:—Records on blackboard or otherwise. Snow, frost, attention to effects of snow and frost conversationally. Drawing, cutting and pasting. Stories, poems in connection.

## JANUARY.

- Plants.** Evergreens:—Continue study of evergreens. Let children recognize the balsam fir by comparison with other evergreens: simplest identification through shape of leaves and fragrance. Use of the tree, decoration, pillows, bed for hunters, gum used for medicine—Canada balsam.
- Animals.** Hen:—Review study of sparrow—Call attention to what and how the hen lives—why we care for her.—Her food, how she eats, her crop, notice her bill, feet, wings, covering. Get a live hen from market for at least a week if possible.
- Stars.** Observations:—Continue study of stars, light of sun, moon and stars. Which looks larger, moon or stars?
- Weather.** Observations:—Records on blackboard or otherwise. Simple observations of effects of frost on water, snow, icicles, ice. Use of ice to us. Can we use ice from all sources? How should we exercise care? Why? Drawing, cutting and pasting. Stories and poems in connection.

## FEBRUARY.

- Plants.** Seeds:—Use this month largely for review purposes: review seeds, look over collections, name, bring in peas, beans, squash seeds, etc.
- Animals.** Hen:—Complete study of hen as outlined for January, bringing forward idea of care of domestic animals, their service to men. Review any work the children have had, arousing interest in habits of animals, their rights and uses to us.
- Sun, Moon and Stars.** Observations:—General observations and conversations. When do we see the sun, the moon, the stars and why? Which is the most useful to us? Are all useful? Note effect of heat on snow. Simple experiments.
- Weather.** Observations:—Records on blackboard or otherwise. Drawing pictures of snowstorms, snowmen, fun in winter, etc. Study pictures of northern countries, snow-capped mountains, glaciers, etc.

## MARCH.

- Plants.** Germination of seeds, note and enjoy growth. Bring in twigs and opening buds.
- Animals.** Birds:—Watch for return of birds, note arrival of crow and robin, etc. How do we know the crow, the robin? Method of locomotion in crow, in robin. Have, if possible, a stuffed and mounted crow. Note beak, feet. What do you think the crow eats? Of what use is the hook at the end its beak?

- Sun.** Observations:—Review sun, note longer days, note thaws and freezing again.
- Weather.** Observations:—Note in weather records on blackboard, or otherwise, windy days. Draw pictures of things the wind does, of any birds observed, of twigs, etc. Note general effect on soil of frost and thaws.

## APRIL.

- Plants.** Seed Germination:—Continue work with seed germination and growth of plants. Note necessary conditions, light, warmth, water, air. Flowers that can be obtained are to be named. Willow, horse-chestnut and lilac twigs (the willow and horse-chestnut should be clearly recognized and named) to be collected for observations.
- Twigs:—**
- Animals.** Birds:—Continue observations of returning birds with special study of the robin, compare with the sparrow, and crow.
- Sun.** Observations:—Note effect of sun on opening twigs, buds of flowers, grass, leaves, etc.
- Weather.** Observations:—Note rainy days on blackboard or otherwise, speak of use of rain for man and nature. Drawings of flowers found and of twigs.
- Excursions.** Observations:—Advancing spring, nature's preparations and man's preparations.

## MAY AND JUNE.

- Plants.** Spring Flowers:—Violets, dandelions, spring beauties, etc. Also early summer flowers to be named and recognized.
- Animals.** Birds: Continue study of birds, study butterflies. Cocoons if they have been obtained and kept will prove interesting. Story of the butterfly.
- Observations:—Longer days, increased heat more brilliant colouring of flowers.
- Weather.** Observations:—Record on blackboard or otherwise. Note effects of rain and sun on leaves, grass, flowers in parks and squares. Have a column for names of flowers gathered and recognized. Drawings, etc.
- Excursions.** Observations:—Enjoyment of open air, flowers, shade of trees, etc. Care for all living things.

## SECOND HALF YEAR.

## SEPTEMBER.

- Plants.** Flowers. Seeds:—Recognition of common wild flowers. Locality noted. Seeds in connection with flowers; dissemination of seeds by wind, animals, people.

- Animals.** Insects:—Study of insects in connection with plant life. Note locust, his colour, legs, wings, how he moves, eats, etc.
- Sun.** Observations:—"Sunrise" and "Sunset," what we mean by these terms. Simple facts may be told children as,—its great distance from the earth, tremendous heat, etc.
- Weather.** Observations:—Records, preferably individual records on small squares of stiff paper or cardboard. Drawing, cutting and pasting.
- Excursions.** Observations.—Flowers, insects, signs of autumn, locality of flowers collected.

## OCTOBER.

- Plants.** Flowers:—Continue work with flowers. Children should be familiar with and recognize and name at least five different wild autumn flowers, and note locality. Collections of seeds may be made. Attention to autumn leaves oak, maple, elm, horse-chestnut with recognition of, at least, the maple and oak trees.
- Fruits:—Fall fruits for market, with thought of seeds kept in mind; classification of seeds into large, small, heavy, light, developing thought of dissemination of seeds and ways of dissemination.
- Animals.** Insects:—Continue work with insects, let children observe how the various insects, under their notice, walk, jump, fly, and the names of as many as possible learned.
- Sun and Moon.** Observations:—Simple facts relating to the moon may be told children, as,—how it gets its light, its distance from the earth as compared to greater distance of the sun, the purposes it serves man.
- Weather.** Observations:—Records to be kept and compared with September. Drawing, cutting and pasting.
- Excursions.** Observations:—Flowers, fruits, seeds, insects.

## NOVEMBER.

- Plants.** Trees:—Attention to shedding of leaves and reasons developed. Let children note the shape of trees, character of branches, etc., seen more clearly without leaves.
- Animals.** Dog:—His use, what he can do for man. Characteristics, fidelity, obedience. Note migration of birds.
- Physiology.** Our Food:—General conversations; how we obtain it. Chewing of our food, care of our teeth.
- Sun and Moon.** Observations:—Observations and facts continued.
- Weather.** Observations:—Records kept, man's preparation for winter noted,—nature's. Drawing, cutting and pasting.

## NATURE STUDY.

111

### DECEMBER.

- Plants.** Evergreens:—Study evergreens, pine tree needles and compare with leaves of oak trees. Note odour. If bulbs can be obtained and planted they will be enjoyed. They should be planted and cared for by the children under the teacher's guidance.
- Animals.** Dog:—Continue the study of the dog: note strength in paws, jaws, teeth; how the dog eats, runs, jumps, etc. Get pictures of dogs and let children recognise different dogs.
- Stars.** Observations:—On part of children and teacher. Simple facts that are likely to interest them, may be told the children.
- Weather.** Observations:—Records kept, snowfalls noted. Drawing, cutting and pasting.

### JANUARY.

- Plants.** Evergreens:—Continue study of evergreens; note why leaves stay green, etc.; bring in twigs, note brittle condition of frozen twigs. Put out a potato or turnip to freeze, also a small pan of closely packed damp earth; simple observations of effects of frost.
- Animals.** Domestic Animals:—Speak of domestic animals; let children name the animals that serve us continually and that we care for, their uses, their food, housing, etc.
- Sun, Moon and Stars.** Observations:—Review what has been said and learned. Necessity of sunlight to man should be emphasized, also beauty and uses of moon and stars.
- Weather.** Observations; Records kept and compared with previous months; December's. Drawing, cutting and pasting.

### FEBRUARY.

- Plants.** Review:—Use this month largely for review, calling to mind names and appearances of familiar flowers, of trees talked about, emphasizing important points, also take up seeds and fruits and speak in review of effects of frost on plant life.
- Animals.** Review:—This subject may be reviewed in the same way, drawing attention to the fact that animals seem to know when winter approaches, their methods of self-protection, hibernation,—merely those that have been studied and talked of in class. Is snow a protection to them, to us? Is ice of any use to them, to us? Speak of people who live in lands of perpetual frost.

- Sun, Moon and Stars.** Effects:—Speak of effect of sun on snow. Has the moon any effect? Why? Have the stars any effect? Why?
- Weather.** Observations:—Study snowflakes on a day when snow is falling in large soft flakes. Go out of doors for this on the steps or playground. Keep records of weather each day.

## MARCH.

- Plants.** Seed Germination:—Plant seeds (corn, beans, etc.) in earth and some in sawdust to observe growth. Bring in twigs from trees, watch opening buds, name and label. Note the effect of a thaw on the pan of earth.
- Animals.** Crow:—Watch for return of birds and note names of arrivals and dates when they are seen. Study the crow, its habits, food, appearance, beak, feet, cry.
- Sun.** Observations:—Note longer days. Introduce the prism.
- Weather.** Observations:—Daily records kept and windy days noted. Uses of wind to nature, to man, spoken of. Pictures may be drawn illustrating the things the wind can do.

## APRIL.

- Plants.** Seed Germination, flowers, twigs:—Continue work with seed germination and growth of plants. Flowers that can be obtained are to be named. Willow, horse-chestnut, lilac and maple twigs may be enjoyed and recognized in unfolding stages.
- Animals.** Birds:—Continue observations of returning birds; continue study of the crow and compare crow with the robin studied in II.—I.
- Excursions.** Observations:—Note signs of spring, flowers, birds, opening buds, etc. . Note effects of rain on streets, parks, etc., its uses. Speak of man's preparations for spring.
- Weather.** Observations:—Daily records kept. Drawings of flowers; buds, twigs.

## MAY AND JUNE.

- Plants.** Flowers:—At least six wild spring or summer flowers should be named and easily recognized by the children, and something of the locality in which they are to be found noted carefully.
- Animals.** Beetles, moths:—Note resemblance in certain points to grasshopper studied in II.—I. Note the heads of beetles chosen for study, well adapted for boring and digging. Note winter quarters. Study cocoons if any have been secured, and note moths and butterfly colours, method of flying, feeding, etc.
- Excursions.** Observations:—Flowers, birds, insect life, trees, to be observed and enjoyed on excursions.
- Weather.** Observations:—Daily records kept, spaces added for recognized birds observed as well as one for flowers. Drawings in connection with work.

## DRAWING AND COLOUR.

## SECOND YEAR—FIRST HALF.

## SECOND YEAR—SECOND HALF.

(*Students must give careful attention to the instructions given in the Introduction*)

## Material:

## FOR TEACHER'S USE: -

- Prang Drawing Book No. 1. Parallel Course.
- Large sheets of Manilla Drawing paper 24" x 36".
- Large Demonstration Brush, Tube of White Paint.
- Reeves' Primary Colour Box No. 50, containing Gamboge, Crimson Lake, Ultramarine Blue, and Ivory Black.
- Reeves' Siberian Brush No. 5.
- Pan for water. Teapot or jug for distributing water.
- Thumb tacks.

## FOR PUPILS' USE:—

- Prang Drawing Book No. 1. Parallel Course.
- Manilla Drawing paper 6" x 9".
- Reeves' Primary Colour Box No. 50, containing Gamboge, Crimson Lake, Ultramarine Blue, and Ivory Black.
- Reeves' Siberian Brush No. 5.
- Pan for water, blotting paper and a paint cloth.
- Paper for folding. Silhouette paper. Scissors and Plasticine. Envelope for keeping work.

## II-1. One hour and ten minutes apportioned each week as follows:—

- Folding—10 minutes.
- Cutting—10 minutes.
- Modelling (Plasticine)—15 minutes.
- Colour—35 minutes.
- Pages 3, 5, 7, 9, 11 of Drawing Book

## II-2. Same as above.

- Pages 15, 16, 18, 20 of Drawing Book.

In both Half Years pages 12, 13 and 14 are to be taken up in the time assigned for cutting and folding.

## SECOND YEAR—FIRST HALF.

## SEPTEMBER (2 hours.)

## Colour:

## FIRST WEEK—(30 minutes).

- Each pupil should have a specimen.
- Distribution of Materials—Position—Discussion—Primary Colours—Handling of Brush—Position of Brush for brush stroke, for grasses—Mixing of Colours—Practise brush strokes.
- One paper for each child.

## SECOND WEEK (30 minutes).

Painting of grasses—Using colour—see page 3.

Two attempts are sufficient. No child requires to use more than two papers. Fold paper vertically and have panel effect.

## THIRD WEEK (30 minutes).

Grasses in Colour—From Nature.

## FOURTH WEEK (30 minutes).

Grasses in Colour—From Nature—different positions—Select and mount best sketches in the book—put other sketches into the envelope.

## OCTOBER (2 hours.)

## FIRST WEEK—(30 minutes).

Spray of leaves (Page 5)—Discussion about leaves, and stems—demonstrate strokes for both, by brushing in—Have pupils do the same—One paper. Using colour.

## SECOND WEEK (30 minutes).

Brush strokes for leaves from memory. (One paper.)

## THIRD WEEK—(30 minutes).

Free brushing in of grasses and spray of leaves in colour—Nature—Two papers.

## FOURTH WEEK (30 minutes).

Nature—Maple leaf—Two papers. Leaf to be outlined by pupil.

Teacher guiding always in regard to placing on paper, and mixing colour.

## NOVEMBER (2 hours).

## FIRST WEEK—30 minutes.

Talk about trees (Page 9). Ask children to give you the names of trees—differences, etc.—Show pictures of trees if possible—Introduce the words foliage leaves, trunk, branches, roots. Explain method of painting by painting one using tones of black, beginning at the top and working downwards, leaving little spaces here and there.

## SECOND WEEK (30 minutes).

Have class paint the poplar and spruce using brush strokes, using strong green. Trees need never be large as we want to use them in landscapes.

## THIRD WEEK—(30 minutes).

Trees, using colour.

## FOURTH WEEK—(30 minutes).

Trees, from memory, using colour. Mount best sketches on pages 8.

## DECEMBER (2 hours)

FIRST WEEK—(30 minutes).

Sketch—SCENES.

1. 1st. Sky; 2nd. Sky and foreground; 3rd. Middle distance; and 4th. Complete pictures in the school-room. If there are none of these, use "Perry" and demonstrate the above.

SECOND WEEK—(30 minutes).

Wash of colour—Tint of blue over the whole oblong—beginning upper left and going from left to right—Once you have done it, leave it—Insist on the horizontal from left to right. Oblong, always vertical.

THIRD WEEK—(30 minutes).

Paint foreground—Paint on moist paper. Sky should be same as above. Foreground about one-third of the blue wash.

FOURTH WEEK—(30 minutes).

Sketch—Middle Distance and Foreground.

Colour and mount two or three on tinted paper, then on page 2.

Others can be used for Christmas work.

## JANUARY (2 hours)

FIRST WEEK—(30 minutes).

Each pupil should have one vegetable; any will do.

Vegetables—Page 11.

Brushing in, using colour—one paper—two attempts.

SECOND WEEK—(30 minutes).

Brushing in vegetable, using colour, from nature—one paper—two attempts.

THIRD WEEK—(30 minutes).

Brushing in beet—using colour—one paper—two attempts.

FOURTH WEEK—(30 minutes).

Brushing in radish from nature, using colour—Mount best sketches on page 10.

## SECOND YEAR—SECOND HALF.

## FEBRUARY (2 hours).

FIRST WEEK—(30 minutes).

Sketches may be taken, except the cat. Take up parts separately and teach roughly before attempting the whole. Tint of black is best for this.

SECOND WEEK—(30 minutes).

Animal or Bird.

THIRD WEEK—(30 minutes).

Repeat the above from memory.

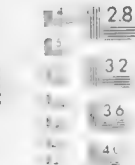
FOURTH WEEK—(30 minutes).

Put animal or bird into picture. Page 15.



# MICROCOPY RESOLUTION TEST CHART

ANSI and ISO TEST CHART No. 2



APPLIED IMAGE Inc

## MARCH (2 hours).

## FIRST WEEK—(30 minutes).

Brush stroke, page 20, in different positions for design. This does not mean brush line.

## SECOND WEEK—(30 minutes).

Borders of brush strokes—Try to have music for this lesson.—Each pupil to make 3 borders and repeat 3 from memory. Teach from repetitions, repetition and variety, repetitions and contrast; rhythm, vertical, horizontal and oblique.

## THIRD WEEK—(30 minutes).

Making and decorating a booklet—Children to decide on border to be used from previous lesson. Special paper will be supplied for this work.

## FOURTH WEEK—(30 minutes).

Repeat if necessary—This will make a good lesson for Easter, allowing Children to take one home—Mount the work.

## APRIL (2 hours).

## FIRST WEEK—(30 minutes).

Brush stroke—tulip—page 16. (Always use a flower suitable to the time of the year.) Show method. Curved brush strokes.

Use direct colour—two papers.

## SECOND WEEK—(30 minutes).

Pussy willows. Curved brush strokes. Aim for natural colour. Background is always put in first.

## THIRD WEEK—(30 minutes).

Take up twigs—going over brush stroke and gradually lead into brush line from broad to fine. Show growth.

## FOURTH WEEK—(30 minutes).

Choice flowers or twigs.

Select and mount best sketches on page 16.

## MAY.

## FIRST WEEK—(30 minutes).

Study line drawings on page 18—Use brush and a tint of black. In this work, the darker the line, the better.

## SECOND WEEK—(30 minutes).

Repeat above lesson from memory—then from pose—simply using strokes.

## THIRD WEEK—(30 minutes).

Imaginative work—applying the above (page 19, suggesting games).

## FOURTH WEEK—(30 minutes).

Imaginative work continued, or

Mount best sketches on pages 18 and 19.

## JUNE.

## FIRST WEEK—(30 minutes).

Buttercups from Nature. Each pupil should have a buttercup.

SECOND WEEK—(30 minutes).

Dandelions from Nature. Each pupil should have one.

THIRD WEEK—(30 minutes).

Optional.

See that everything is finished up in book, ready to take home.

V.B.—*In both Half Years pages 12, 13 and 14 are to be taken up in time led to folding and cutting.*

Pupils of this year should be familiar with the following:—Vertical, horizontal, oblique, straight, curved, sphere, circle, primary colours, secondary colours, tint, shade, stroke, line; position of brush for stroke, position of brush line; where to begin when object to be painted is round; the placing of any painting on the paper, when to place the paper in a vertical position, when it be used horizontally.

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## MUSIC.

## SECOND YEAR, FIRST HALF.

## Plan of Work.

## September or February.

Voice. See par. 1.

Time. Review work of 1-2, par. 3 of that Grade.

Tune. Review work of 1-2, par. 4 of that Grade. Divide Class, see Introd. par. 2, 8b, 15.

Ear. Review work of 1-2, par. 5 of that Grade.

Songs. See par. 6. Teach Empire Songster, page 1.

## October or March.

Voice. See par. 1.

Time. Teach four pulse measure, see par. 3.

Tune. Teach t, r d, r f m, f l s, s t d'. See par. 4.

Ear. See par. 5.

Songs. See par. 6. Teach Empire Songster, page 7.

## November or April.

Voice. See par. 1.

Time. See par. 3.

Tune. Teach r t, d, f r d, l f m, d' l s, f r m, l f s. See par. 4.

Ear. See par. 5.

Songs. See par. 6.

## December or May.

Voice. See par. 1.

Review all work.

"I must enter my most decided protest against making it a practice to inhale through the mouth. The mouth was never intended for breathing, while the nose is specially and admirably adapted for this purpose. If this pernicious habit of breathing be once contracted we shall soon sleep with open mouths, thus parching our throats and sowing the seeds of many a serious disorder." Behnke.

1. VOICE TRAINING. (a) (See Introd., par. 1.) See to the temperature of the room.

(b) *Position.* (See Introd., par. 3a.) Stand, heels together, hands with fingers in front, resting lightly on the hips. *The shoulders must not be raised.*

(c) *Breathing.* (See Introd., par. 3c.) "Blowing the feather." Children inhale *through the nose* while the teacher slowly lowers her hand; children exhale through the rounded lips as if blowing a feather across the room, while the teacher's hand ascends. Repeat the exercise two or three times.

(d) "The Bee." Inhale as at (c.) Exhale through loosely vibrating lips on low D, or E, making a sound like the humming of a bee. Repeat two or three times.

N.B.—Care must be taken not to fatigue the children. The slower the teacher's hand is raised and lowered, the more fatiguing the exercise becomes.

2. TONE.—(See Introd., pars. 3, 3b, 3d, 3e.) (a) Class to imitate, with *strong* tone, and particular attention to the vowel sounds, any simple phrases with varying rhythms, sung by the teacher while pointing on the Modulator. The range of voice in this grade should not go below B or above F.

Examples (sing to Solfa names, vowels, figures or words):

KEY D.

KEY F.

KEY Eb.

m : s   d' : s : m   d : m . m   s : —   d : — : m . f   s . f : m :

m : r . f   m . r : d   m . r : d   s . f : m   d' : — t . l   s . f . m :

m : s . f . l   s . f : m   s . l : s . f   m . r : d   s . l : s . f : m . s   d . . .

d . t : l | s . f : m | d . s : d . m | s . l : s | m . r : d : t | d . m : s :

"The Bells." (See First Year, First Half, par. 2a.)

3. TIME. (See Introd., par. 5.) Teach the class:

a To sing individually and by class, pulse tones and continuations in two, three and four pulse measures, sung to time names and simple tune. The exercises should not be pointed, but sung from the teacher's beat. Examples:

(a)

(b)

d : m : f | s : — : —   d' : — | — : —   s : f | m :

To mark, by movements of the hand, the pulses in tunes sung by the teacher, and to clap, or tap on the desk, when *strong* accents occur.

To distinguish how strong accents occur—one in two, one in three, or in four.

d To tell what kind of measure the teacher sings.

4. TUNE. (See Introd., pars. 2 and 4.) (a) Sing individually and by class from the teacher's pointing on the Modulator, the tones of the Tonic Chord in order and the rest of the scale by step and easy leaps.

Examples:

m s f l d' m s l f r s d r t, d  
s f r t, d l, t, s, s d m s, l, t, d

Sing individually and by class to "laa" from the modulator and manual to the tone of the tonic chord in any order.

5. EAR TRAINING (See Introd., par. 9.)

Teacher sings tones of the Tonic Chord to numbers. Class to distinguish which number represents the highest tone.

Class to tell how many tones of a phrase go up; how many come down; how many are the same.

To recognize and sing the last tone of fragments of school songs, hymn tunes sung by the teacher to words, "loo," "laa," or numbers, in different keys, care being taken to end upon the tones d, m, or s; or the examples printed below may be used.

Examples:—(Change Key frequently, and do not sing chord before singing the examples.)

(a) (b)

m : s : m : d : r : m : m : s : d : l : s : — :

(c)

d : m : r : t : d : m : s : — :

In this, as in all branches of the singing lesson, it is essential that sections of the class be tested, and that leadership by a few prominent voices be not accepted as a "class" response, also that the "play" element enter largely into all exercises.

6. SONGS. (See Introd., pars. 11 and 12.) Sing with clear enunciation of words, and with *soft, pure* tone, at least five songs, three to be motion songs with appropriate actions.

The teacher should "pattern" the melody while pointing the notes on the modulator, and have the class imitate the exercise from her pointing.

Suitable Action Songs for this grade will be found in "Imperial Action Songs," Part II., pages 56, 60, 64, 65, 67, 69, 72, 76, 80, 84, 86, 92, 97, 100, 105, 107, 112; and in "Old Nursery Rhymes" (McCartney); or "Nursery Rhymes with Actions" (Jackman).

Teach "Empire Songster," page 7, and see that both verses of "God Save the King" can be sung correctly.

"Musical Scale" Modulator required in this grade.

## SECOND YEAR, SECOND HALF.

### Plan of Work.

September or February.

Voice. See par. 1.

Time. Review, two, three, and four pulse measures.

Tune. Teach d f, r s, m l, t m. See par. 4. Divide class. See Introd., pars. 2, Sb. 15.

Ear. See par. 5.

Songs. See par. 6. Teach "Empire Songster," page 1.

October or March.

Voice. See par. 1.

Time. Teach "Taatai," see par. 3.

Tune. Teach f d, s r, l m, f d', s r', see par. 4.

Ear. See par. 5.

Songs. See par. 6. Teach "Empire Songster," page 33.

ember or April.

Voice. See par. 1.

Time. See par. 3.

Tune. Teach r l, l m, r' s, d' f, l r, see par. 4

Ear. See par. 5.

Songs. See par. 6.

ember or May.

Voice. See par. 1.

Review all work.

Tune. Teach d f, r s, m l, t m. See par. 4.

"As the imitative faculty plays so important a part in the matter of voice training, and since this faculty is so strong in children, the teacher should constantly aim, as far as possible, at singing and *speaking* with a pleasant quality of voice herself. The end to be aimed at is *purity* and *correctness* of tone and not *loudness* and *power*. To paraphrase the old proverb, 'Take care of the QUALITY and the QUANTITY will take care of itself.'" Hardy.

1. VOICE TRAINING. (a) (See Introd., par. 1.) See to the temperature of the room.

(b) *Position*. (See Introd., par. 3a.) Stand, heels together, hands with fingers in front, resting lightly on the hips. *The shoulders must not be raised.*

(c) *Breathing exercises*. (See Introd., par. 3c.) (1) "Blowing the feather." Children inhale through the nose while the teacher slowly lowers her open hand, children exhale through the rounded lips as if blowing a feather across the room while the teacher's hand ascends. "The Engine Whistle." Inhale as in (1). Exhale through well-rounded lips to the syllable "Hoo," sung at various degrees of pitch, to represent the whistle of a locomotive. Degrees of force can be taught in connection with this exercise to represent the distance the engine may be. *p.* (*soft*) for distance, *m.* (*medium*) nearer, *F.* (*loud*) close at hand, *crescendo* (increasing the tone) coming nearer, *diminuendo* (decreasing the tone) going away.

N.B.—*Care must be taken not to fatigue the children.* The slower the teacher's hand is raised and lowered, the more fatiguing the exercise becomes.

2. TONE. (See Introd., pars. 3, 3b, 3d, 3e.) Class to imitate, with *soft*, *loud*, and particular attention to the vowel sounds, any simple phrases varying rhythms, sung by the teacher while pointing on the Modulator. Range of voice in this grade should not go below B nor above F<sup>1</sup>.

Examples: (Sing to Solfa names, vowels, figures or words)

Key E.

Key F.

Key C.

$\left\{ \begin{array}{l} d', t : l \quad s, f : m \quad || \quad s, l : s, f \quad m : - \quad | \quad m, f : s, d' \quad | \quad t, t : d' \end{array} \right.$   
 $\left\{ \begin{array}{l} d', t, l : s, f, m \quad r, m, r : d \quad | \quad m, f, s : l \quad | \quad s, f, m : r \quad || \quad s, d' : m' : r' \quad | \quad d' : - : - \end{array} \right.$   
 $\left\{ \begin{array}{l} d' : s : m, r \quad d : - : - \quad | \quad m, f : s \quad | \quad s, l, s, f : m \quad | \quad d', t : l : d' \quad | \quad s, f : m : - \end{array} \right.$

3. TIME. (See Introd., par. 5.) Teach the class:—

(a) To sing, individually and by class, to time names, monotone, and to simple tune, an exercise in two, three or four-pulse measure, containing pulse notes, half-pulse tones and continuations (Taa, Taatai, Aa). The exercises should not be pointed, but sung from the teacher's beat. Examples:—

(a) KEY G.

(b) KEY Eb.

$s : - \quad | \quad m : - \quad | \quad d, t : d, m' s : - \quad | \quad d' : s \quad | \quad d' : m \quad | \quad f, m : r, d \quad | \quad t : -$

(c) KEY D.

(d) KEY Ab.

$d' : - \quad | \quad - : - \quad | \quad s, l, s, f, m, r : d \quad | \quad r : - \quad | \quad s : - \quad || \quad s, f, m, r : d, t \quad | \quad l, : - : s : \quad | \quad l, t : d, r \quad | \quad d : - : -$

(e) KEY F.

(f) KEY A.

$d : - : m \quad | \quad s, : s, : - \quad | \quad s, : l, : t \quad | \quad d, r : m : - \quad | \quad m, f : m : r \quad | \quad d, r : d, t \quad | \quad l, : s : t, \quad | \quad d : - : -$

(g) KEY G.

(h) KEY Bb.

$m, d, t, r : d, s : s, m, \quad d : r : m, f : m : - : - \quad | \quad s, l, s, : d, r : d : m : r : s : f \quad | \quad m : - : -$

(b) To mark by movements of the hand, the pulses in tunes sung by the teacher, and to clap, or tap on the desks, when *strong* accents occur.

(c) To tell the number of pulses, sung, or tapped.

(d) To tell the kind of measure sung.

(e) To tell the length, in pulses of any tone.

(f) To tell how many Taatai's are sung.

4. TUNE. (See Introd. pars. 4 and 8.) (a) Solfa, *individually*, and by class, an exercise written on the blackboard containing the tones of the Tone Chord in any order and the rest of the scale by step, with time confined to Taatai and Taatai.

Examples: See those printed in Par. 3 (a), above.

Solfa *individually* and by class, from the teacher's pointing on the Modulator, an exercise containing the tones of the common scale in any order.

Examples:—

(a)

{ s m f r m d r - m l r s d f t, - r f m s, l r d  
md f r s m l - s d' l f s r m - f l r f t, r d

Sing to "laa" *individually* and by class from the modulator and manual signs an exercise containing the tones of the Tonic Chord in any order and the rest of the scale by step.

5. EAR TRAINING. (See Introd., par. 9).

a) Teacher sings tones of the Tonic Chord to numbers. Class to distinguish which number represents the tone asked for.

b) To recognize and sing the last tone of fragments of school songs or hymn tunes sung by the teacher to words, "loo", laa," or numbers, in different keys, care being taken to end upon the tones s, d, m, s, or d; or the examples printed below may be used.

Examples:—Change key frequently, and do not sing chord before singing the examples.

d s m - d | m d s - d' | s d m - m | m d d - s | d m s - s | d' s m' - m  
m s d - d' | m d s - m | d s s - m | m s d - s | d' m' m - s | s d' m' - s  
d m s - d | s m d' - m | d s m - m | s d m - s | d m d - s | d m s' - s  
s d m - d | m s d' - m | s m d - s | d s m - s | m m' d' - s | m s' d - m

l m r d - s | m d s m - s | s d r m - s | d s l s - m | m s d m - s  
m r d r - m | d m s d' - m | m s d' t - d | d m f s - m | s l t d - m  
m s l t - d | d' d s f - m | m r d s - m | d s f m - s | m r t d - s  
m d d - s | s d' m l - d' | s d m s - s | s m r d - s | d m s l - d

As (b), but have the pupils show manual signs for the last tone instead of singing the name.

6. SONGS. (See Introd., par. 11 and 12.) Sing with clear enunciation of words, and with soft, pure tone, at least five songs; three to be motion songs with appropriate actions. The teacher should "pattern" the melody while pointing to notes on the modulator, and have the class imitate the exercise from her singing.

Suitable action songs for this grade will be found in "Imperial Action Songs," Part II., pages 57, 58, 62, 66, 68, 70, 74, 78, 82, 88, 90, 94, 96, 98, 102, 104, 106, 108, 109, 110; and in "Old Nursery Rhymes" (McCartney), or "Nursery Rhymes with Actions" (Jackman).

Teach "Empire Songster," pages 13 and 33, and see that both verses of "God Save the King" can be sung correctly.

"Musical Scale" Modulator required in this grade.

## SECOND YEAR.

## PHYSICAL TRAINING.

Teachers must follow the course as outlined in the Introduction.

## GENERAL INFORMATION.

## SECOND YEAR, FIRST HALF.

1. Pupil's name, age, address, date of birth.
2. Father's name.
3. Name and address of school.
4. Name of Principal and teacher.
5. Name of grade and number of classroom.
6. Use of monthly calendar.
7. Clock face, hours, half-hours, quarter-hours.
8. Canadian coins, dozen, foot, yard, inch.
9. Name of the King, Flag and Country.
10. Name of Governor-General.
11. Dominion Holidays.
12. Name of our city, some principal streets.
13. Direction of the mountain from the school room; the river, post office.
14. Kindness to Animals.
15. Care of our teeth.
16. "Safety First."

## GENERAL INFORMATION

## SECOND YEAR, SECOND HALF.

1. Pupil's name, age, address, and date of birth.
2. Father's name.
3. Name and address of school.
4. Name of Principal and teacher.
5. Name of grade (half-year) and number of class room.
6. Use of monthly calendar, clock face, minutes and hours.
7. Canadian coins, dozen, yard, foot, inch, quart, pint, pound.
8. Name of King and Flag.
9. Name of our city, province, country.
10. Name of Governor-General.
11. Dominion Holidays.
12. Our suburbs, principal streets, public buildings and direction of these from the schoolroom.
13. Points of the compass.
14. Kindness to Animals.
15. Care of our teeth.
16. "Safety First."

### THIRD YEAR—FIRST HALF.

SUBJECTS	TEXT BOOKS	LIMITS	WEEKLY TIME	
			Hours	Mins
Opening Exercises, Morals and Scripture.	Course as outlined in Manual for Teachers.		1	40
Reading.	Royal Crown Reader, No. 1. . . . . Supplementary Readers. . . . .	Two prose and one verse selection each week Class Reader and several Supplementary Readers to be read with ease and expression	4	10
Spelling.	Royal Crown Reader, No. 1. . . . .	Words selected from Class Reader. . . . .	1	40
Writing.	Philips' Semi-Upright. . . . .	Book No. 4. . . . .	1	40
Memory.	Selections indicated in Manual for Teachers. . . . .	At least five selections. . . . .		50
Oral and Written English.	Renouf's Easy Exercises in English for Third Year. . . . .	As indicated in the Manual for Teachers. . . . .	1	40
Arithmetic.	Graded Arithmetic, Book One Primary Exercises, No. 3. . . . .	As indicated in Manual for Teachers. . . . .	4	50
French.	Oral Lessons, Part I. . . . .	To the end of page 44. Chapters I, II and III.	1	40
Drawing and Colour.	Prang's Parallel Course, Bk. 2. . . . .	As outlined in the Manual for Teachers. . . . .	1	00
Nature Study.	Course outlined in Manual for Teachers. . . . .			40
Music.	Royal Songster, No. 2 (Canadian Edition). Empire Songster. . . . .	As indicated in Manual for Teachers. . . . .	1	00
Physical Training.	Course outlined in Manual for Teachers. . . . .	Two-minute Exercises. Gymnasium Work. . . . .		50
Recesses.				50
Closing Exercises.		Art. XLIII. of the Regulations of the Board. . . . .		
Fire Drill.				
			22	30

Home work is not recommended for this Grade and, if given, must not exceed one-half hour daily.

# THIRD YEAR SECOND HALF

## SUBJECTS

## TEXT BOOKS

## LIMITS

Weekly  
Time  
Hours Min

Opening Exercises, Morals and Scripture.....	Course as outlined in Manual for Teachers.....	Two prose and one verse selection each week Class Reader and Supplementary Readers to be read with ease and expression.....	1	40
Reading.....	Royal Crown Reader, No. 2.....	Words selected from Class Reader Book No. 5.....	4	00
Spelling.....	Royal Crown Reader, No. 2.....	At least five selections.....	1	40
Writing.....	Philips' Semi Upright.....	As indicated in Manual for Teachers.....	1	40
Memory.....	Selections indicated in Manual for Teachers.....	As indicated in Manual for Teachers.....	1	40
Oral and Written English.....	Renouf's Easy Exercises for Third Year.....	As indicated in Manual for Teachers.....	1	40
Arithmetic.....	Graded Arithmetic, Book One.....	As indicated in Manual for Teachers.....	1	40
French.....	Primary Exercises in Arithmetic, No. 4.....	As indicated in Manual for Teachers.....	1	40
Drawing and Colour.....	Oral Lessons, Part 1.....	Lessons IV to IX inclusive.....	1	40
Nature Study.....	Prang's Parallel Course, Bk. 2.....	As indicated in Manual for Teachers.....	1	00
Music.....	Course outlined in Manual for Teachers.....		1	40
Physical Training.....	Royal Songster, Part 2 (Canadian Edition). Empire Songster.....	As indicated in Manual for Teachers.....	1	00
Recesses.....	Course outlined in Manual for Teachers.....		1	00
Closing Exercises.....	Two minute Exercises. Gymnasium Work.....		1	00
Fire Drill.....	Art. XLIII. of the Regulations of the Board.....		1	00

Home work is not recommended for this Grade, and, if given, must not exceed one-half hour daily.

## SCRIPTURE.

## FIRST HALF YEAR.

(a) **NEW TESTAMENT.**—Events connected with Birth of Christ, Luke i. and ii., 1-7. Visit of Shepherds, Luke ii., 8-20. Visit of Magi, Matt. ii., 1-12. Flight into Egypt, Matt. ii., 13-23. Jesus and the Doctors, Luke ii., 41-52. Baptism, Luke iii., 15-23; Matt. iii., 1-17. Death and Burial, John xix. Resurrection and Ascension, John xx. and Acts i., 3-12.

(b) **OLD TESTAMENT.**—Chief events to the end of the life of Enoch as in following outlines:

**CREATION:**—Gen. i. and ii., 1-3. Light, air and water; dry land, plant and animal life; fish, fowl, animals and man.

**Eden:**—Gen. ii., 8-24. Nature, location, occupation.

**Beginnings:**—(a) Solar system. (b) Animal and vegetable life. (c) Man and woman. (d) Sabbath.

**TEMPTATION AND FALL.**—Gen. iii., 1-24. Circumstances, results.

**Beginnings:**—(a) Disobedience and sin. (b) Enmity. (c) Cursing. (d) Sorrow. (e) Toil. (f) Physical death. (g) Clothing. (h) Promise of a Redeemer. (i) Sacrifice.

**Persons:**—Adam and Eve, Cain, Abel, Enoch.

## MEMORY WORK.

(a) **REVIEW:**—The Lord's Prayer; Genesis VIII: 22; I Samuel II: 2; Psalm IV: 8; Psalm XXIII; Psalm XXIV: 1; Psalm XXV: 1; Psalm LXII: 5-8; Psalm LXVII: 1, 2, 5, 6; Psalm LXXV: 1; Psalm C; Proverbs III: 5-7; Luke II: 8-16; Luke VI: 31; Luke XII: 27; Luke XVIII: 16; John III: 16; Ephesians IV: 32; Colossians III: 22; I John IV: 19.

(b) **NEW SELECTIONS:**—Joshua I: 9; Solomon's Songs II: 11, 12; John X: 14; John XIV: 2; Romans XII: 10, 11; II Peter III: 8.

(c) **OPTIONAL:**—Matthew V: 3-11; John XIV: 21.

## SECOND HALF YEAR.

## OLD TESTAMENT.

Chief events to the end of the life of Joseph, as in the following outlines:—

**THE DELUGE:**—Gen. vi., 5, to ix., 17.—(a) Condition of the world. (b) Noah and his family. (c) The Ark. (d) The rise and fall of the waters. (e) The duration of the flood. (f) The covenant and sign.

**Beginnings:**—(a) New race. (b) Altar. (c) Capital punishment. (d) Flesh for food.

**THE CONFUSION OF TONGUES:**—Gen. xi., 1-9.

ABRAHAM'S CALL AND WANDERINGS.—

*Descent:* Shem, Terah, Abraham.

Ur of Chaldees, xi., 27-32. Location, companions, religion. Haran, xii. 1-6. Location, companions, promise of God. Bethel, xiii., 6-9. Sojourn in Egypt, xiii., 1-4. Separation from Lot, xiii., 5-13. Promise and Hebron, xiii., 14-18.

ABRAHAM'S SETTLED LIFE IN CANAAN:—

Invasions of Kings of the East, xiv., 1-17. Abraham's vision, xv. The story of Hagar and Ishmael. The birth of Isaac foretold. The destruction of Sodom. Birth of Isaac, xxi., 1-21. Trial of Abraham, xxii. Death and burial of Sarah, xxiii. Last days of Abraham, xxv., 1-11.

LIFE OF ISAAC:—

Rebecca consents to be Isaac's wife, xxiv. Isaac's sons, Jacob and Esau, xxv., 27-34. Isaac's blessing stolen by Jacob, xxvii. Isaac sends Jacob away, xxviii., 1-5.

LIFE OF JACOB:—

Early history. Flight to Haran, xxviii., 10-22. Sojourn with Laban, xxviii., wives, children. Jacob's flight from Laban, xxxi., 17-55. Esau and Jacob, xxxii., xxxiii., 1-17. Jacob at Bethel, xxxv., 1-20. Joseph sold to Midianites, xxxvii. Joseph's service, imprisonment and promotion in Egypt. Jacob's distress and appeal to Egypt. The journey to Egypt, Jacob's death. Joseph's death.

MEMORY WORK:

a) REVIEW.—The Lord's Prayer; Genesis VIII: 22; Joshua I: 9; I Samuel II: 1; Psalm IV: 8; Psalm XXIII; Psalm XXIV: 1; Psalm XXV: 1; Psalm LXII: 1; Psalm LXVII: 1, 2, 5, 6; Psalm LXXV: 1; Psalm C; Proverbs III: 5-7; Solomon's Songs II: 11, 12; Luke II: 8-16; Luke VI: 31; Luke XII: 27; Luke III: 16; John III: 16; John X: 14; John XIV: 2; Romans XII: 10, 11; Ephesians II: 2; Colossians III: 22; II Peter III: 8; I John IV: 19.

b) NEW SELECTIONS:—Matthew V: 3-11; Eccles. XII: 13;

OPTIONAL:—Psalm LI: 10, 11; Isaiah IX: 6; I Peter III: 13.

READING

Third Year

Pupils should be encouraged to read silently to get the contents of the selection and to read aloud with sufficient ease and expression to enable the listener to appreciate. Mere word calling is not reading, and no reading should be required that involves hesitation and stumbling.

Teachers should not expect pupils to read new selections at sight with easy and natural expression, and without a constant effort for these, the reading which should be a source of pleasure to pupils, becomes lifeless and unin-

teresting to a degree. Teachers should *not simply "hear the reading lesson" but teach the pupils how to read.* There is need of animation and lively conversation to secure the interest of all, and of an effort to secure a pleasant distinctness of voice that can be easily heard in any part of the room. Children of this grade should be encouraged to read at home books from the class libraries, and they should not be obliged to read the same selections in class until they lose interest.

Spelling.- Children should first learn to spell the words of their daily vocabulary so far as that is possible. The daily lesson in spelling should be taken from the class reading lesson of the day, but pupils are not expected to learn to spell every word in their class reader.

### ENGLISH.

#### THIRD YEAR, FIRST HALF.

RENOUF'S EASY EXERCISES IN ENGLISH FOR THIRD YEAR.

Teachers are requested to follow the distribution of lessons given in the text-book, viz.: Lessons 1-53 inclusive during the first five months of the Year's work, and to take with these lessons four lessons at the back of the book, Lessons 109, 110, 111, and 112.

### MEMORY SELECTIONS.

#### FIRST HALF YEAR.

The Four Sunbeams. M. K. B.  
 From a Railway Carriage. Stevenson.  
 He Prayeth Best. Coleridge.  
 Mariorie's Almanac. Aldrich.  
 The Night Wind. Field.  
 The Adoration of the Wise Men. Cecil Francis Alexander.  
 Winter. Tennyson.  
 The Brook Song. Riley.  
 To-day. Carlyle.  
 Answer to a Child's Question. Coleridge.  
 The Cow. Stevenson.

(At least five of these selections.)

#### THIRD YEAR, SECOND HALF.

Renouf's Easy Exercises in English for Third Year. Lessons 54 to 108 inclusive, with the last five lessons in the book, Lessons 113, 114, 115, 116, and 117.

#### SECOND HALF YEAR.

The Miller of the Dee. Mackay.  
 Sweet and Low. Tennyson.  
 A Boy's Song. Hogg.  
 The Violet. Jane Taylor.  
 Song of the Angels. Tate.

October's Bright Blue Weather. Helen Hunt Jackson.  
 The Quest. Bumstead.  
 The Sea. Barry Cornwall.  
 The Fairies. Allingham.

(At least five of these selections.)

### ENGLISH COMPOSITION

The child would not make great advancement could he not add to his own experience that of others, and so literature has an important place in his training. It enables him to enlarge and ennoble his life by furnishing him ideas, by giving him added interests, and, therefore, wider sympathies. "The teacher who can start the child on that broad highway of time along which moves an unending pageant of the wise, the chivalrous, the great, has blessed him."

Pupils should be trained to see, to hear, and to remember correctly. Work in Nature Study affords opportunity for this training. The humblest objects furnish fit subjects for compositions and are preferred on account of the pupil's familiarity with them.

In connection with their work in English Composition, teachers are advised to read the preface to Sykes' Public School Composition and to study the methods of work outlined in the new Webster-Cookey Course in English. The important relation of good literature to work in written English should be established early in the course.

### WRITING.

#### THIRD YEAR.

1. **COPY-BOOKS.**—The copy-book prescribed for the Grade should be used daily, and care should be taken to apportion the work in it so that it will be continuous throughout the half-year. Each headline should be practised several times on foolscap paper, and emphasis should be laid on correctness in the form of the letters. Pupils must not be allowed to undo in this work what they gain in position and freedom of the hand in the Movement Exercises.

2. **MOVEMENT EXERCISES.**—The first five minutes of each writing lesson should be given to practice of the Movement Exercises to secure correct position of the body, arm, hand and fingers, and freedom of movement in writing. When the pupils are able to maintain a correct position of body, and do the movement without a pen or pencil in the hand, allow them to do the movements with an unsharpened pencil. The actual marks on the paper are not of first importance at this stage, and it is found that the making of the movement figures (writing the Exercises) on paper distracts the attention of the pupil from correctness of position and freedom of movement. In these exercises, the actual making of marks on the paper should be regarded as an incident to correct position and movement and these should be secured first. It will be sufficient if the daily time is given and the first two exercises practised.

## ARITHMETIC.

Teachers should read carefully the instructions on the Course as outlined in the Introduction.

Numeration and Notation to 10,000; simple rules including multiplication and division by one figure; easy problems in the four simple rules; rapid and sight work as in Primary Exercises; measures of Time, Capacity, Length, Value.

## NATURE STUDY.

## Third Year.

(Consult Reference-books given under First Year and Second Year.) For suggestions on Excursions and plant-raising, see First Year and Second Year. Nature Study. Different leading lines of interest should be followed in different years. It is a good plan to make, for instance, flowers, a main objective in First Year, birds in Second Year, trees in Third Year, adding incidental points on previous subjects.

Or, a different share of the subject may be emphasized, *e.g.*, bird-homes in First Year, birds' food in Second Year, and bird enemies or bird-notes in Third Year.

Bees and other insects which require keener observation in study, may be taken up as the children grow older.

Third Year children should make plans of their route on excursions; and they should also carry pencils, and little note-books. These they can make for themselves by cutting half-a-dozen slips of paper  $2\frac{1}{2} \times 4$  inches, and fastening them into a manilla cover.

Besides studying sky and weather conditions, they should note soil and what plants and trees grow in dry or damp, sandy, rocky or peaty soil; or in sunny or shady places.

## FIRST HALF YEAR.

## SEPTEMBER.

## Plants.

Flowers:—Recognition of and simple classification of common autumn wild flowers; *i.e.*, note those that grow in clusters, singly on stalks. Children should know and rightly apply terms. flowers, stems, roots, leaves.

Seeds:—Those of plants studied may be taken up and noted. Collections made also.

## Animals.

Insects:—In connection with plant life. The potato beetle will do for special study; note covering, head, feet, legs, wings.

## Excursions.

Observations:—Flowers, insect life. Attention drawn to the four points of the compass and these determined from the school playground.

- Weather.** Observations:—General records kept. Note clouds and cloud forms, winds. Drawing and painting in connection.

## OCTOBER.

- Plants.** Flowers:—Continue study of flowers and endeavour to make seed collections.  
Fruits:—In season,—where they grow, how they grow, their use to man. The apple may be studied: form and colour, internal appearance, seeds. How can we keep apples to use them in winter?
- Animals.** Birds:—Note departure of birds, speak of habits of birds. Let children name the birds they know, describing appearance. Corroborate with study of actual birds, stuffed birds or pictures.
- Sun.** Observations:—Facts of distance from earth, its travels its uses to man, to nature, brought forward.
- Weather.** Review:—September records. Note prevailing weather and winds during September. Drawing and painting.
- Excursions.** Field Work:—This should be an aid to the work outlined.

## NOVEMBER.

- Plants.** Trees:—Note appearance of trees in locality of school; character of branches; let children name; note the names assigned, determine correctness. Plant, if possible, bulbs.
- Animals.** Squirrel:—How it lives, movements, how it eats nuts, use of paws, jaws, teeth and mouth and attitude while eating. How it gathers and stores nuts. Observe a live squirrel or a stuffed one, or at least good pictures.
- Moon.** Observations:—Develop thought of phases of the moon. Word "month" as derived from moon.
- Weather.** Review:—October record; note interesting weather conditions and keep memorandum. Add a space this month for observations of the moon. Drawing and painting.

## DECEMBER.

- Plants.** Evergreens:—Study Balsam Fir, Pine. Appearance, branches, leaves; how the evergreens shed their leaves; their seeds; study of the cones.
- Animals.** Squirrel.—Continue study of the squirrel, completing this month the points outlined.

- Physiology.** Warmth:—Care of our bodies in winter, warmth and cleanliness.
- Stars.** Observations:—On the other heavenly bodies, their fixity, the Pole Star; develop interest in the appearance of the sky at night when it is clear and cold.
- Weather.** Observations:—Review November records as those of October were reviewed. Drawing and painting.

## JANUARY.

- Plants.** Evergreens:—Continue study of evergreens, compare leaves with leaves of oak, maple, etc.  
Review:—Review and bring forward important points covered in study of plant life since September.
- Animals.** Review:—Animals studied, beetles, birds and squirrel, also others the children had in II-2. Work for essential points only in such a review.
- Sun, Moon and Stars.** Review:—Sun as centre for the group of heavenly bodies to which our earth belongs, its importance to us, the moon as the heavenly body nearest to our earth, its importance to us. The stars and their enormous distance from the earth.
- Weather.** Observations:—Review December records and note memoranda kept for each month. Drawing and painting.

## FEBRUARY.

- Plants.** Roots:—What are our vegetables at this season? Names. How do we obtain them now? How are they kept? Place a potato in a dry place, one in a dark, damp place (an overturned plant pot kept very damp will do), and one outside in the cold and note effects.
- Animals.** Review:—Question children on work covered in II-1 on domestic animals; work only for essential points and enlarge on information received.
- Physiology.** Skin:—Care of our skin, chapped hands and faces, also care of nails.
- Weather.** Observations:—Records kept and information gathered from children regarding the records they kept in January. Snowstorms may be discussed and drawing and painting in connection.

## MARCH.

- Plants.** Roots:—Continue study of roots, make drawings of sprouting, frozen, and healthy specimens of potatoes. Review information on seed food supply.

- Animals.** Cow:—Characteristics, social habits. How she defends herself. Make a list of domestic animals studied, add the cow and put down characteristics of each.
- Soil.** Clay and Sand:—Put an equal quantity of clay and sand in similar tin dishes on a stove, (if possible,) Observe which heats more rapidly, which retains heat longer after removal from stove. Form object with damp clay and sand, which retains its form. Which soil can be more easily tilled in spring, sandy or clay? Why?
- Weather.** Observations:—Records, note prevailing winds. Drawing and painting.

## APRIL.

- Plants.** Seed Germination:—Soak beans in water and observe changes, children making a sketch for first change and subsequent and important changes, numbering the sketches.
- Animals.** Cow.—Continue study of cow, her value to man. Milk as a food. Butter and cheese making.  
Birds:—Note returning birds, make lists of those seen, with dates.
- Excursions.** Observations:—Note signs of advancing spring, its effects on nature, on us. Take definite things for purposes of observations, as state of soil, way people are preparing, how the trees look, etc.
- Weather.** Observations:—Records, note rainfall, its effect generally, and review sun, its effects. Drawing and painting.

## MAY AND JUNE.

- Plants.** Flowers:—Study all flowers that can be observed and brought into the school-room after the plan outlined for September. Names of common wild flowers should be noted and familiarized and any general characteristics, the methods of growth, locality, etc.
- Animals.** Ants:—Insect life may be taken up and a classification made of insects that are useful; a classification of insects that are injurious may be made tentatively by the pupils.  
Ants, mode of eating, living, care of young.  
Birds:—Note returning birds, their homes and food.
- Excursions.** Observations:—Note all signs of advancing summer. Busy insect life, bird life. Note effects of season on our markets, on our pleasures, etc.
- Weather.** Observations:—Review April. In study of rains, sunshiny days, note effect on progress of vegetation.

## SECOND HALF YEAR.

## SEPTEMBER.

- Plants.** Flowers:—Recognition and simple classification of common wild flowers, especially golden rod, asters, chicory, or any other three may be studied; children should classify according to observations that can be made easily, as locality; those flowers growing singly, in clusters, on stalks. Flowers, roots, leaves and stems should be known and the uses of these parts to the plant understood by the end of October.
- Animals.** Insects:—Caterpillar, bring in and feed the "woolly-bear" in a terrarium and observe its habits.
- Excursions.** Observations:—Flowers, leaves, seeds, insects observed and collections started.
- Weather.** Observations:—Column kept for observations of insect life. Drawing and painting.

## OCTOBER.

- Plants.** Flowers:—Continue study of flowers, collect seeds of flowers.
- Animals.** Study of insect life may be continued. The spider may be studied as a contrast to the true insects, the parts of the body, head, thorax, abdomen of true insects compared to cephalo-thorax and abdomen of spiders, also number of legs of insects, of spiders.
- If cocoons of caterpillars can be obtained and kept they should be.
- Excursions.** Observations:—Flowers, insects, trees, seeds.
- Weather.** Observations:—Column for any facts concerning insect life. Drawing and painting.

## NOVEMBER.

- Plants.** Seed food-supply:—How can a seed grow when it has neither roots nor leaves to feed by? Note covering or coating of seeds. Note oil in seeds—peanuts—note starch—wheat, corn? What conditions are necessary to sprout seeds? Is earth needed? Prove by experiment water is needed. Value of seed-food supply to plants and to us.
- Animals.** Horse:—Characteristics of this animal, sense of direction, docility. Food, method of feeding. Characteristics of appearance. Note knee joint, hock joint, way in which these bend. Can a horse sleep when standing? How are the legs placed when the horse lies down? How does a horse get up? Front or hind legs first? When a horse starts does he put the right or left foot forward first? Fore or back? Which moves next? In trot-

ting, do the two feet on one side move together or lefts and rights? What do we mean when we say a horse "forges" or "over-reaches?" What is a good feed for a horse for a day?

- Weather.** Observations:—Review October and note further effect of wind, sun and frost on flowers, foliage, insect life.
- Physiology.** Observations:—Note necessity of our preparing for winter. things necessary to observe in order to prevent colds and illness.
- Drawing and painting designs.

## DECEMBER.

- Plants.** Evergreens:—Hemlock, appearance, drooping feathery boughs, shape and arrangement of leaves, its cones, its bark, uses of bark in tanning process.
- Arbor-vitæ, sometimes called white cedar (incorrectness of term.) Used for hedges and screens. Note leaves, small scale-like bodies closely pressed together, overlapping. Note cones. Wood is aromatic. Uses of evergreen trees to man, influence of these trees on atmosphere in our northern cold climates.
- Animals.** Horse:—Continue study of horse; distinguish by observations or pictures, draft horses, coach horses; compare. Use of horses as means of transportation. Is a horse useful after death? How?
- Weather.** Observations:—Review salient points of November's records. Observe and review information regarding sun, moon and stars. Work in previous grades will be suggestive for the review. Drawing, painting,—designs.

## JANUARY.

- Plants.** Evergreens:—Continue study of evergreens as outlined for December. and review work on seeds and seed-food supply.
- Seeds:**
- Animals.** Horse:—Comparison between horse and cow; characteristics, appearance, food, use to man. Necessary care of both animals generally and their usefulness.
- Cow:**
- Weather.** Observations:—Review weather since school opened in September. What kind of an autumn had we, much rainfall, frost? Has it been a cold or severe winter or has the weather been mild up to the end of January? Have the winds been high? How has the weather affected the work of the farmer, the cost of his marketable goods? How has it affected traffic, by land? by sea?
- Drawing, painting,—designs.

## FEBRUARY.

- Plants.** Tubers:—Study potato, the storage of food, method of growth. Are potatoes borne on roots or are they underground stems? Get several specimens, compare size, shape, colour, eyes. Plant in a box whole tubers, pieces of tubers with eyes and without eyes, label and watch for results. The box must be kept warm and the soil not allowed to dry out. Notice scabby potatoes, smooth potatoes; compare as to value.
- Animals.** Sheep:—Characteristics of sheep,—patience, meekness, gentleness. Habits,—dependence upon leaders. Covering, call of sheep, food of sheep.
- Physiology.** Foods:—Foods that are good for us. Bread and bread-making. Simple ideas of digestion.
- Weather.** Observations:—See what children remember regarding synopsis made in January. Verify this by turning to weather record.
- Ice and steam:—Forms of water; how is water affected by frost? experiment; by heat? experiment; its uses as ice as steam.
- Drawing and painting,—designs.

## MARCH.

- Plants.** Tubers:—Continue study of potato, making short records, either drawing or written notes. Plant beans, peas, and squash seeds. Review storage of food in seed, observing seeds planted in warm water, sponges, sawdust or on damp blotting paper.
- Animals.** Sheep:—Continue study of sheep, uses to man, wool, preparation of it by the farmer—shearing—and wool factory industry. Countries where wool is cheapest and why. Uses of skins to man, other uses of sheep. Compare with horse and cow—characteristics, uses, feeding and care.
- Horse:  
Cow:
- Birds:—Note returning birds without special study, but place in record date when birds are seen and conversationally note children's method of recognition, call of bird, plumage, colour, habits, etc.
- Weather.** Observations:—Review February records, note winds. A column may be added for direction of winds to be noted. Appearance of clouds.
- Drawing, painting, designs.

## APRIL.

- Plants.** Germination:—Study germination of seeds, noting changes in seeds planted in a dark place as well as in the box of earth. Note any change in the seeds after they have been moist a few hours. Put seeds planted in a dark place as well as some in a light place; note necessity of warmth, air, light, to germination. Note what happens to the coats of the seeds. Compare sprouting squash seeds with pea and bean. Note direction root grows—stem. Why? Note when leaves appear. Is water sufficient? Which plant continues growth, the one in water or the one planted in earth? Why? Drawings, notes and dates attached are helpful.
- Animals.** Snails:—How does the snail move? What does it eat? How does it eat? Is it useful or harmful to plants? How can we find out without guessing? Note re-awakening insect life, returning birds as suggested for March.
- Excursions.** Observations:—Study of clouds and rain as forms of water. Influence of rain upon soil; notice parks, schoolyard. Influence or effect of rain upon man; soil and vegetation.
- Weather.** Observations:—Add a column for observations of clouds. Drawing, painting,—designs.

## MAY AND JUNE.

- Plants.** Flowers:—Study all flowers that can be brought into the schoolroom, especially wildflowers. Follow the plan outlined for this grade in September and accomplish the same plan if possible.
- Animals.** Snails:—Continue study of snails and slugs. They may be kept in the schoolroom on wet sand and fed with lettuce or cabbage leaves, and let children observe how the snails and slugs eat. Compare the snail and slug. Test shells with strong vinegar to detect lime carbonate.
- Birds:—Study birds and classify perchers and scratchers from observations and drawings. Note food of perchers, of scratchers, methods of obtaining food, of feeding young, nest building habits of both.
- Excursions.** Observations:—Note signs of advancing summer, its effect upon Nature, upon man. Have trips to observe birds, to observe and gather flowers,—noting locality always. Observe trees. Gather specimens of limestone.
- Soil.** Limestone:—Obtain specimens of limestone, note locality and situation where specimens are found. Try to scratch a piece of limestone with a steel knife, soak a piece in vinegar—note change—teach and give term quick-lime—its uses, as well as those of limestone.

**Weather.**

Observations:—Records,—column for cloud forms, review May.

Drawing and painting,—designs.

**DRAWING AND COLOUR.****THIRD YEAR—FIRST HALF.****THIRD YEAR—SECOND HALF.**

*(Teachers must give careful attention to the instructions on the Course as outlined in the Introduction of this Manual.)*

**MATERIAL:****(a) FOR TEACHER'S USE.**

Prang Drawing Book No. 2. Parallel Course.

Large sheets of Manilla Drawing Paper, 24" x 36".

Large Demonstration Brush. Thumb tacks.

Tube of White Paint.

Reeves' Primary Colour Box, No. 50, containing Gamboge, Crimson Lake, Cobalt Blue, and Ivory Black.

Reeves' Siberian Brush, No. 5.

Pan for Water, Waterjug or Teapot, Scissors, Rulers, Envelope, a Glass Prism.

**(b) FOR PUPIL'S USE.**

Prang Drawing Book, No. 2. Parallel Course.

Manilla Drawing Paper, 6" x 9".

Reeves' Primary Colour Box, No. 50, containing Gamboge, Crimson Lake, Cobalt Blue, and Ivory Black.

Reeves' Siberian Brush, No. 5.

Pan for water, Blotting Paper, Paint Cloth, Envelope.

Dixon's High School S. 980—Lead Pencil.

Silhouette paper—Paper for folding, 4" x 4".

One set of  $\frac{1}{2}$  inch cubes and cylinders for design work.

One set of  $\frac{1}{4}$ -inch cubes and cylinders for design work.

**Time III.-1. One hour each week apportioned as follows:—**

One half-hour lesson in Drawing (pencil).

One half-hour lesson in Colour (brush).

**Time III.-2. Same as the above.**

Drawing and colour alternating in this way during the session.

Drawing with pencil is introduced in this year.

III.-1. Pages 5, 7, 9, 11, 12, 16, 20 of Drawing Book.

III.-2. Pages 3, 6, 13, 14, 15, 18, 20 of Drawing Book.

## THIRD YEAR—FIRST HALF.

## SEPTEMBER (6 LESSONS)—3 HOURS.

DRAWING, 2 Lessons.—Pencil holding—Pencil stroke—Pencil line—Vertical, Horizontal. Oblique.

COLOUR, 3 Lessons.—(See page 5) or (Coloured page—Grass.) Head and blades.

(a) Review brush handling—stroke, line, going from broad to narrow—coarse to fine—strong to weak. Free easy movement.

(b) Brush in from nature—Try to have each child bring in a specimen to paint from—Use colour—Two lessons, if necessary.

DRAWING, 1 Lesson.—Stems, showing growth.

## OCTOBER (8 LESSONS)—4 HOURS.

DRAWING, 2 Lessons.—Page 7.

Blocking in from object. Take up sphere for apple, ovoid for pear.

DRAWING, 1 Lesson.—Finish two best sketches.

COLOUR, 3 Lessons:—

(a) Apple and pear in two positions.

(b) Banana in colour. Use blue and red, not black, in modelling.

Do not allow more than two papers for each lesson. In preparation lessons one paper, using both sides, is sufficient.

COLOUR, 1 Lesson.—Any fruit from memory in two positions.

DRAWING, 1 Lesson.—Optional.

Select and mount best sketches.

## NOVEMBER (8 LESSONS)—4 HOURS.

COLOUR, 3 Lessons.—Page 9.—Do not copy.

Paper cutting of landscape may come under this heading.

Flat wash of *Red*. Flat wash of *Blue*; one paper for each, 6" x 9".

Do not combine mediums—that is paper and paint—all paper or all paint.

COLOUR, 1 Lesson.—Original landscape. Have this suggested by the class, then by each pupil. Follow out scheme taken up in drawing.

DRAWING, 2 Lessons.—Composition.—See other books.

DRAWING, 1 Lesson.—Original composition. Using three lines, five lines, seven lines.

DRAWING, 1 Lesson.—Picture Study.

Select and mount best sketches.

## DECEMBER (6 LESSONS)—3 HOURS.

COLOUR, 4 Lessons.—Page 20.

(a) Review scenes—See Book 1. Page 7. (See Introduction in regard to Mounts are supplied for this work.

(b) Select best one from previous lessons.

(c) Prepare Christmas work.

**DRAWING, 2 Lessons.**—Page 16.

(a) Copy any animals from good pictures, taking up parts, then the whole.

(b) From toys placed on desks, or from memory.

**JANUARY (8 LESSONS)—4 HOURS.**

**COLOUR, 4 Lessons.**—Page 11. See Industrial Art Text Book, part one, page 14, etc.

Surface patterns; explain the difference between borders and surface patterns, and use of both. Refer to borders done in Second Year. Explain block printing, using cube and cylinder. On manilla drawing paper, have class make a border, using the face of the cube, and another using the face of the cylinder. On manilla drawing paper, make surface pattern, using each model separately, then combining.

**DRAWING, 4 Lessons.**

Take up ruler; divisions, etc. On manilla drawing paper, try surface pattern, marking off one inch and one-half inch. Two surface patterns, using vertical, horizontal and oblique strokes. Use manilla drawing paper. Free drawing of familiar objects to apply the above strokes, such as a mug, chair, bed, table, bureau, cart, fence, gate. This may be copied.

**THIRD YEAR—SECOND HALF.**

**FEBRUARY (8 LESSONS)—4 HOURS.**

**DRAWING, 2 Lessons.**—Practise curved strokes.

Review previous strokes. Apply to vegetables. Page 6.

**COLOUR, 2 Lessons.**—Vegetables from nature. Allow no outline—aim for true colour—Work quickly, and try to suggest rounding by showing two tones of colour.

**DRAWING, 4 Lessons.**

Alphabet on manilla folding paper, 4" x 4". See Industrial Art Text Book, Part 1, page 20.

**MARCH (8 LESSONS)—4 HOURS.**

**COLOUR, 3 Lessons.**—Page 14.

Copy, using brush stroke or line—Aim to have this lesson later on a memory one and applied in imaginative work.

**DRAWING, 2 Lessons.**

Practise strokes (soft grey line) and make into something definite.

As a gate, a fence, front of a barn, castle, church, tree with foliage, twigs, branches, table, chair, window, door, etc., or repeat the previous lesson using pencil instead of brush. Large work; may be copied.

**COLOUR, 1 Lesson.**—Flat wash of orange. Graded wash of same.

**DRAWING, 1 Lesson.**—Pose representing some action before the class, using stroke only.

**DRAWING, 1 Lesson.**—Measuring and marking off one quarter inch.—Reviewing one inch and one-half inch. Apply the same.

## APRIL (8 LESSONS)—4 HOURS.

COLOUR, 2 Lessons.—Page 13. Each child should make two. Paper will be supplied for one. Block designs.

DRAWING, 2 Lessons.—Page 15. Not to be copied.

Imaginative—Nursery rhymes or fairy tales—(Splendid lesson for free cutting). Let children have free expression. Draw oblong around paper first.

COLOUR, 2 Lessons.

Imaginative brush work. Decide before lesson time, what is to be done. Background always first.

DRAWING, 2 Lessons.—Flowers suitable to the season.

## MAY (8 LESSONS)—4 HOURS.

COLOUR, 2 Lessons.—Page 18.

Animals—Teach parts first, then the whole.

DRAWING, 2 Lessons.—Copy in outline from pictures.

COLOUR, 1 Lesson.

Budding twigs or branches.

DRAWING, 2 Lessons.—Budding twigs or branches.

COLOUR, 1 Lesson.—Flat wash of green, graded wash of green.

## JUNE (6 LESSONS)—3 HOURS.

DRAWING, 2 Lessons.—Page 3.

(a) Flowers from nature.

(b) Flowers from nature.

COLOUR, 1 Lesson.

Flowers—from Nature—show method of bringing out petals.

COLOUR, 2 Lessons.—Scene. Use 6" x 9" drawing paper. Paint sky, foreground and any animal previously studied, in middle distance.

DRAWING 1 Lesson.—Finish up all work and see that books are ready to take home.

If time is not required for this, repeat work suitable for page 20.

Pupils of this year should be familiar with the following:—(See previous page.) Vertical, horizontal, oblique, coarse or fine, broad or narrow, hard or soft, grey or black, light or dark, weak or strong, sphere, circle, solid, outline, position in regard to drawing and painting; primary colours, secondary colours, flat wash, graded wash; where to begin for a wash, stroke for a wash.

## MUSIC.

## THIRD YEAR, FIRST HALF.

## Plan of Work.

## September or February.

Voice. See par. 1.

Time. Review work of II-2, see par. 3 of that Grade.

Tune. Review work of II-2, see par. 4 of that Grade. Divide the Class,  
See Introd., pars. 2, 8b, 15.

Ear. Review work of II-2, see par. 5 of that Grade.

Songs. See par 7. Teach "Memory Song."

## October or March.

Voice. See pars. 1 and 2.

Time. Teach "Aatai." See par. 3.

Tune. Teach "fe." See pars. 4, a and b.

Ear. See par. 5.

Theory. See par. 6.

Songs. See par. 7.

## November or April.

Voice. See pars. 1 and 2.

Time. See par. 3.

Tune. See pars. 4, a, b, and c.

Ear. See par. 5.

Theory. See par. 6.

Songs. See par. 7.

## December or May.

Voice. See pars. 1 and 2.

Review all work.

"The first great essential towards a correct production of vocal tone is the proper control of the breath, which is the motor power in singing. No voice-trainer, therefore, can hope to be successful who does not devote much time and energy to the teaching of the correct management of the breath." Hardy.

1. VOICE TRAINING. (a) (See Introd., par. 1.) See to the temperature of the room.

(b) *Position.* (See Introd., par. 3a.) Stand erect, heels together and knees almost touching, weight of body equally distributed upon each leg, but mainly upon the heels; trunk erect, the chest being the most prominent part; hands hanging loosely at the sides. Always keep the breastbone *up* in breathing exercises and singing. *The shoulders must not be raised.*

(c) *Breathing exercises.* (See Introd., par. 3c.) (1) The teacher extends her hand making the sign for "soh," class inhale breath slowly through the nose while the teacher closes her hand, holding the breath while the hand remains closed and exhaling while the hand gradually opens. *Care must be taken not to fatigue the children; from three to ten seconds will be long enough to hold the breath.* (2.) As Second Year, Second Half, par. 1 c (2).

2. TONE. (See Introd., pars. 3, 3b, 3d, 3e.) Sing from *memory*, with clear, pure tone, well opened mouths and clearly enunciated vowels the following exercises:—

(a) Keys D, Eb, E, F, Gb, G, Ab, A. M. 80 to 100, to Oo, Aw, Oh. Sing the exercise through several times before changing the Key, and use different degrees of force, as:—piano, mezzo, mezzo-forte.

{ d : m | s : m d : m | s : m d : m | s : m d : — ' — : —

(b) Keys C, C#, D, Eb, M 70 to 80, to Oo, Aw, Oh, as above.

{ d : m : s d : m : s s : t : r' s : t : r' d' : — : —

3. TIME. (See Introd., par. 5.) (a) Sing, *individually* and by class, to time names, monotone and simple tune, an exercise in two, three, or four-pulse measure, containing pulse tones, continuations, half-pulse tones and half-pulse continuation and half-pulse tone. (Taa,—Aa, Taatai,—Aa Tai.)

(Abundance of examples will be found in "Royal Songster," part 2, page 33.)

(b) Class to recognize, and sing the time-names of Taa, -aa, Taatai and Aatai, when sung in a monotone, or in tune, by the teacher.

4. TUNE. (See Introd., pars. 4 and 8.) (a) Solfa, *individually* and by class, from pointing on the Modulator, from manual signs, and from notes written on the blackboard, the tones of the common scale in any order and "fe" by step.

Example:—

Key G.

m f r d s f l s f e s m r d

Key D.

{ s l d' t d' m f r m f e s l f r d

(b) Sing to "laa," from pointing on the Modulator, the tones of the common scale in easy order.

(c) (See Introd., pars. 7 and 8.) Solfa, *individually* and by class, at first sight a written or printed exercise containing the tones of the Tonic Chord in any order, and the rest of the scale by step, with time confined to pulse tones and continuations. Have the boys sing one part of the exercise and the girls another, or one section of the class sing the first half and another section of the class sing the remainder. Guard against "leading" voices.

(Abundance of examples will be found in "Koyal Songster," part 2, pages 34 to 36.)

#### 5. EAR TRAINING. (See Introd., par. 9).

(a) The teacher sings the key tone, and gives name of starting note, and then moves hand up or down to indicate the *stepwise* rise or fall of the notes. Class sings the names of the notes from memory. The modulator must not be in view during this exercise.

(b) Teacher sings the key tone, and then sings scale passages to "laa," or numbers, the class responding with the note name as each tone is sung.

Example: -

#### KEY F.

d - r - m - f - r - d - t, - l - s, - l - t - d - r - d.

(c) Place several phrases on the blackboard. The class to tell which one the teacher sings to "laa," numbers or words.

Examples: -

d, r, m - s, f, m - d, t, d' - m, r, d - s, l, s - d', t, l.

(d) Class to move hands to indicate the direction (up or down) of the tones sung by the teacher.

(e) Teacher sings the Tonic Chord to "loo" or numbers, the class singing the name of the last tone of the exercise (as in (g)) from manual signs.

(f) Teacher sings the Tonic Chord to names and last tone to "laa" or "aa." Class responds with the name of the tone.

(g) Class to recognize and write the tones d, m, s, t, or r, when sung as the last tone of a phrase. The exercises may consist of fragments of school songs or hymn tunes sung by the teacher to words "loo," "laa" or numbers, in different keys, or of the examples printed below.

Examples:—Change Key frequently, and have the class sing the Tonic Chord to "loo," "laa," or numbers before singing the examples.

s m d d' - t		s d m s - r	m s d' r' - t
d' s m d - r		m d m s - t,	m s d' t - r'
m s d' d - m		d m d s - t	d s <sub>1</sub> m - t <sub>1</sub>
d s <sub>1</sub> d m - r		d m d' s - r'	s m d t <sub>1</sub> - r
d m d s - t.		d m d s - r	s' d r m - t <sub>1</sub>
s m d d' - m		m s d - s.	s m d s <sub>1</sub> - m

6. THEORY. (See Introd., par. 14.) To answer questions on accents, pulses, measures, time names and length of notes contained in the work of this grade.

7. SONGS. (See Introd., pars. 11 and 12.) Sing to words, in correct time and tune, with clear, pure tone, careful enunciation and suitable expression not less than five easy songs in unison.

Teach "Empire Songster," page 15, to be sung from memory, and both verses of "God Save the King."

"Musical Scale" Modulator required for this grade.

### THIRD YEAR, SECOND HALF.

#### Plan of Work.

September or February.

Voice. See pars. 1 and 2.

Time. Review "Aatai."

Tune. Teach "ta," see par. 4. Divide class. See Introd., pars. 2, 8b, 15.

Ear. Review work of III-1, see par. 5 of that Grade.

Songs. See par. 7. Teach "Memory Song."

October or March.

Voice. See pars. 1 and 2.

Time. Teach "Saa," see par. 3.

Tune. See pars. 4, a and c.

Ear. See par. 5.

Theory. See par. 6.

Songs. See par. 7. Teach "Memory Song."

November or April.

Voice. See pars. 1 and 2.

Time. See par. 3.

Tune. See pars. 4, a, b, c, and d.

Ear. See par. 5.

Theory. See par. 6.

Songs. See par. 7.

December or May.

Voice. See pars. 1 and 2.

Review all work.

"Unless the speaking voice has first some attention paid to it, to refine and soften it from the harsh, rough, noisy speaking so common with school children, sweet, pleasant, and good tone in the singing lesson can hardly be expected, and can only be produced *with much labour*." . . . McNaught.

1. VOICE TRAINING. (a) (See Introd., par. 1.) See to the temperature of the room.

(b) *Position*. (See Introd., par. 3a.) Stand erect, heels together and knees almost touching, weight of body equally distributed upon each leg, but mainly upon the heels; trunk erect, the chest being the most prominent part. Hands hanging loosely at the sides. Always keep the breast-bone up in breathing exercises and singing. *The shoulders must not be raised.*

(c) *Breathing Exercises*. (See Introd., par. 3c.) (1) The teacher extends her hand making the sign for "soh," class inhale breath slowly through the nose while the teacher closes her hand, holding the breath while the hand remains closed and exhaling while the hand gradually opens. *Care must be taken not to fatigue the children;* from three to ten seconds will be long enough to hold the breath. (2.) As Second Year, Second Half, par. 1 c (2).

2. TONE. (See Introd., pars. 3, 3b, 3d, 3e.) Sing from memory, with clear, pure tone, *well opened* mouths, and clearly enunciated vowels, the following exercises:

(a) Keys D, Eb, E, F, F sharp, M, 70 to 100, to Oo, Aw, Oh, <sup>^</sup>O (n). Sing the exercise through several times before changing Key, and use different degrees of force, as:—piano, mezzo, mezzo-forte (forte?)

{ d : — | m : s d' : t | l : s d' : t l : s d' : t | l : s

f : m | r : — d : — | — : —

3. TIME. (See Introd., par. 5.) (a) Sing, *individually*, and by class, to time names, monotone and simple tune, an exercise in two, three, or four-pulse measure, containing pulse tones, continuations, half-pulse tones, half-pulse tone and half-pulse continuation, and whole pulse silences. (Taa,—Aa, Taatai,—Aatai, Saa.)

(Abundance of exercises will be found in "Royal Songster," part 2, pages 39 and 40.)

(b) Class to recognize and sing the time names of any time divisions taught.

4. TUNE. (a) (See Introd., pars. 4 and 8.) Solfa, *individually*, from pointing on the Modulator, manual signs, and from notes written on the black-board, the tones of the common scale, and "fe" in any order and "ta" by step.

Example:—Key G.

{ m s f r t, d l, ta, l, t, r s f e l s f m r f e s t, r d ta, l, t, d

(b) Teach the Standard Scale, and have the class pitch its own keys from the C' Tuning Fork.

(c) Sing to "laa," from pointing on the Modulator, the tones of the common scale in any order, and "fe" and "ta" by step.

(d) (See Introd., pars. 7 and 8.) Solfa (two attempts allowed), a written or printed exercise, including the tones of the common scale in any order, and half-pulse tones and continuations (Taa,—Aa. Taatai) in two, three, or four-pulse measure. Divide the class, boys versus girls, or one section against another.

(Abundance of exercises will be found in "Royal Songster," Part 2, pages 37 to 39.)

(e) (See Introd., par. 10.) Solfa, an exercise in two parts, consisting of tones of the Tonic Chord only, and with time confined to pulse tones and continuations.

(See "Royal Songster," part 2, pages 39 and 40.)

5. EAR TRAINING. (See Introd., par. 9.)

(a) The teacher sings the key tone, and gives the name of the starting tone, then moves her hand up or down to indicate the *stepwise* rise or fall of the notes; the class sings the note names from memory. The Modulator must not be in view during this exercise.

(b) Teacher sings short phrases to vowels or numbers; class tells the direction of the tones.

(c) Class sings the Tonic Chord, and then tells (1) name of single tone sung by the teacher, (2) names of two tones, (3) name of highest tone, (4) name of lowest tone, (5) number of tones of the same name.

(d) Teacher writes phrases on blackboard; class tells what alterations teacher makes in singing them.

(e) Teacher sings the Tonic Chord to "loo," or numbers; the class sings the last tone of the exercise as (h) and (i) from manual signs.

(f) Teacher sings the Tonic Chord to names and the last tone to "loo" or "aa"; class responds with name of the tone.

(g) To recognize and write any tone of the common scale when sung as the last tone of a phrase. The exercises may consist of fragments of school songs or hymn tunes sung by the teacher to words, "loo", "laa," or numbers, in different keys, or of the examples printed below.

Examples:—(h) As Third Year, First Half, par. 5, a.

(i) Change Key frequently, and have the class sing the Tonic Chord to loo, "laa," or numbers, before singing the examples.

m s d s - f	d s m s - l	s m d s <sub>1</sub> - l <sub>1</sub>	d t <sub>1</sub> r d - l <sub>1</sub>
d m s m - f	m s d <sup>1</sup> t - l	m s, d t <sub>1</sub> - l <sub>1</sub>	m r t <sub>1</sub> d - l
d s m d - f	d m s d <sup>1</sup> - l	d s m d - l <sub>1</sub>	s d t <sub>1</sub> d - f
s m d d - f	d <sup>1</sup> s m d - l	m s d m - l <sub>1</sub>	d r t <sub>1</sub> d - f <sub>1</sub>
d m s d <sup>1</sup> - f	s d s m - l	d s f m - l	d s <sub>1</sub> t <sub>1</sub> d - f <sub>1</sub>

## Preparatory Ear Exercises.

(j) Teacher sings the Tonic Chord to "loo," "laa," or numbers, the class singing the name of the last tone of the exercise (as *h* and *i*) from manual sings.

(k) Teacher sings the Tonic Chord to names and the last tone to "loo," or "Aa."

(l) Teacher sings a melody to "loo," "laa," or numbers, the class singing the name of each tone as it is sung by the teacher.

Example:

d r m r m f s m s l t d<sup>1</sup> r<sup>1</sup> d<sup>1</sup>.

## FRENCH.

Teachers must follow carefully the instructions on the Course as outlined in the Introduction of this Manual.

## THIRD YEAR.

## PHYSICAL TRAINING.

Teachers must follow the Course as outlined in the Introduction of this Manual.

## GENERAL INFORMATION.

## THIRD YEAR, FIRST HALF.

## THIRD YEAR, SECOND HALF.

1. Pupil's name, address, age and date of birth.
2. Father's name.
3. Name and address of school.
4. Name of Principal and Class Teacher.
5. Name of Grade (half-year) and number of class-room.
6. Use of monthly calendar. Years, months, weeks, days.
7. Use of clock face. Telling of Time. Hours, half-hours, quarter-hours, minutes.
8. Use of yard stick, foot rule, and quart measure.
9. Canadian coins, dozen, gross, score, bushel, peck, gallon, quart, pint, pound— $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$  as applied to these.
10. Name of our City, Province, Country.
11. Points of the Compass—North, East, South, West. Direction of the sun in the morning, at noon, in the evening.
12. Name of our mountain, river, suburbs, principal streets and public buildings, and the direction of each of these from the class-room.
13. Name of our King, Empire and Flag.
14. Prominent Men—Governor-General, Lieutenant-Governor, Premier of the Dominion and of the Province, Mayor of the City.
15. Dominion Holidays.
16. Kindness to Animals.
17. Care of our Teeth.
18. "Safety First."

# FOURTH YEAR—FIRST HALF.

SUBJECTS	TEXT BOOKS	LIMITS	WEEKLY TIME	
			Hours	Min.
Opening Exercises, Morals, Scripture and Hygiene)	Course as outlined in Manual for Teachers and Gulick's Good Health.		1	40
Reading.....	Royal Crown Reader, No. 3.	To the end of page 91. Two prose and one verse selection each week. Text books to be read with ease and correct grouping of words	9	00
(Supplementary).....	Things New and Old, Book 3.			
Memory.....	Royal Science Reader, Book 2.			
	Selections indicated in Manual for Teachers.			
Oral and Written English.....	Renouf's Easy Exercises in English for Fourth Year.	Course as outlined in Manual for Teachers.		
Spelling.....	Royal Crown Reader, No. 3.	Words selected from prose and verse selections of Class Reader to the end of page 91	1	40
Writing.....	Philips' Semi-Upright.....	Book No. 6	1	40
Arithmetic.....	Graded Arithmetic, Book One.	In Teachers' Manual. Rapid and Mental work. Review	5	00
	Primary Exercises in Arithmetic, No. 5.			
French.....	Oral Lessons, Part II, (Ed. 1915).....	As indicated in Manual for Teachers Chapters X. and XI.	1	40
Drawing and Colour.....	Prang's Parallel Course, Bk. 3.	As indicated in the Manual for Teachers	1	00
Nature Study.....	Course outlined in Manual for Teachers.			40
Music.....	Royal Songster, No. 4 (Canadian Edition). Empire Songster.			
	Course outlined in Manual for Teachers.			
Physical Training.....	Course outlined in Manual for Teachers.	As indicated in Manual for Teachers.	1	00
Recesses.....	Teachers.	Two-minute Exercises. Gymnasium Work		50
Closing Exercises.....	Teachers.			50
Fire Drill.....	Teachers.	Art. XLIII. of the Regulations of the Board.		00
			25	

Home work not to exceed one hour daily.

# FOURTH YEAR SECOND HALF

SUBJECTS	TEXT BOOKS	LIMITS	WEEKLY TIME	
			Hours	Min.
Opening Exercises, Morals, Scripture and Hygiene	Course as outlined in Manual for Teachers and Gulick's Good Health		1	40
Reading (Supplementary)	Royal Crown Reader, No. 3 Things New and Old, Book 3 Royal Science Reader, Book 2 Selections indicated in Manual for Teachers	Finish. Two prose and one verse selection each week. Text books to be read with ease and correct grouping of words.	9	00
Memory				
Oral and Written English	Renouf's Easy Exercises for Fourth Year	As indicated in the Manual for Teachers.	1	40
Spelling	Royal Crown Reader, No. 3	Words selected from prose and verse selections to the end of Class Reader	1	40
Writing	Philips' Semi Upright	Book No. 6A	1	40
Arithmetic	Graded Arithmetic, Book One	As in Manual for Teachers. Rapid and Mental Work. Review	5	00
French	No. 6	As indicated in Manual for Teachers	1	40
Drawing and Colour	Oral Lessons, Part II, (Ed. 1915)	Chapters XII. and XIII.	1	00
Nature Study	Prang's Parallel Course, Bk. 3 Course outlined in Manual for Teachers	As indicated in the Manual for Teachers	1	40
Music	Royal Songster Part 4 (Canadian Edition). Empire Songster		1	00
Physical Training	Course outlined in Manual for Teachers	As indicated in Manual for Teachers.	1	00
Recess		Two-minute Exercises, Gymnasium Work	50	
Closing Exercises			50	
Fire Drill		Art. XLIII. of the Regulations of the Board	25	00

Home work not to exceed one hour daily.

## SCRIPTURE FOURTH YEAR.

## FIRST HALF YEAR.

NEW TESTAMENT:—*The Circumcision and Presentation of Jesus*, Luke ii., 21-38. *Preparation at Nazareth*, Luke ii., 51-52. *Choice of Apostles*, Luke vi., 13-19. *Imprisonment of the Baptist*, Mark vi., 17-20. *Death of the Baptist*, Mark vi., 21-29. *Supper at Bethany*, John xii., 2-8. *Entry into Jerusalem*, Mark xi., 1-12.

## Memory Work.

## I. ORAL.

(a) REVIEW:—The Lord's Prayer; Genesis VIII: 22; Joshua I: 9; I Samuel II: 2; Psalm IV: 8; Psalm XXIII: 1; Psalm XXIV: 1; Psalm XXV: 1; Psalm LXII: 5-8; Psalm LXVII: 1, 2, 5, 6; Psalm LXXV: 1; Psalm C; Proverbs III: 5-7; Eccles. XII: 13; Solomon's Songs II: 11, 12; Beatitudes, Matthew V: 3-11; Luke II: 8-16; Luke VI: 31; Luke XII: 27; Luke XVIII: 16; John III: 16; John X: 14; John XIV: 2; Romans XII: 10, 11; Ephesians IV: 32; Colossians III: 20; I Peter III: 8; I John IV: 19.

(b) NEW SELECTIONS:—Psalm LI: 10, 11; Isaiah IX: 6; Matthew XI: 28-30; I Peter III: 13.

(c) OPTIONAL:—John XIV: 15; John XV: 5; Romans XIII: 10; Revelation II: 10.

## II. WRITTEN.

Pupils of this half year will be held responsible in the written test in Scripture or their Grade for the writing of the following verses:—

Joshua I:9; Psalm IV:8; Psalm LI:10, 11; Eccles. XII: 13; Songs of Solomon II: 11, 12; Beatitudes, Matt. V: 3 to 10; Matt. XI: 28, 29, 30; John X: 14; Ephesians IV: 32; I Peter III: 13.

## SECOND HALF YEAR.

OLD TESTAMENT:—Chief events from death of Joseph to the death of Joshua (Exodus to Joshua XXIV), as in the following outline:—

The servitude of Israel.

Preparation of Moses (a) in Egypt, and (b) at the house of Jethro.

Moses' and Aaron's return, oppression, nine plagues.

The Passover and tenth plague.

The Exodus.

March to Sinai: Red Sea, Manna.

Before Mount Sinai: The Ten Commandments, the golden calf, the three great feasts.

Surfeit of quails.

The twelve spies.

The test of the rods, the smiting of the rock, the fiery serpents.

Death of Moses.

**CONQUEST OF CANAAN UNDER JOSHUA:—**

Crossing the Jordan, Manna ceased, Josh. v., 10, 11, 12.

Conquest of Jericho and Ai. omit details.

Conquest of the North of Canaan. Joshua XI, 1-11, 15-20 omit details.

The names of the tribes east and west of the Jordan.

The Cities of Refuge.

The death of Joshua.

**Memory Work.**

**I. ORAL.**

(a) REVIEW:—The Lord's Prayer; Genesis VIII: 22; Joshua 1: 9; I Samuel II: 2; Psalm IV: 8; Psalm XXIII; Psalm XXIV: 1; Psalm XXV: 1; Psalm LI: 10, 11; Psalm LXII: 5-8; Psalm LXVII: 1, 2, 5, 6; Psalm LXXV: 1; Psalm C; Proverbs III: 5-7; Eccles. XII: 13; Solomon's Songs II: 11, 12; Isaiah IX: 6; Beatitudes, Matthew V: 3-11; Matthew XI: 28-30; Luke II: 8-16; Luke VI: 31; Luke XII: 27; Luke XVIII: 16; John III: 16; John X: 14; John XIV: 2; Romans XII: 10; Ephesians IV: 32; Colossians III: 20; I Peter III: 13; II Peter III: 18; I John IV: 19.

(b) NEW SELECTIONS:—Psalm XXV: 4, 5; Proverbs IX: 10; Matthew XXIV: 35; John XIV: 15; John XV: 5; I Peter IV: 10; Revelation II: 10.

(c) OPTIONAL:—Psalm CVII: 31; John III: 17; Eph. II: 13-18.

**II. WRITTEN.**

Psalm XXV: 4, 5; Psalm XXIV: 1; Psalm LXXV: 1; Proverbs IX: 10; Isaiah IX: 6; St. Luke XII: 27; St. Luke II: 14; St. Matt. XXIV: 35; St. John XIV: 2, 15; Colossians III: 20; St. Matt. XI: 28, 29, 30; St. Matt. V: 3 to 10.

Pupils of this grade should learn to spell the more common and familiar words and names occurring in their Scripture work, particularly in the verses to be memorized and should not be excused for mis-spelling such proper names as Moses, David, Samuel, etc., and such other words as are common to the Scripture work and their every day vocabulary. On the other hand, they should not be expected to learn the spelling of the more difficult and unusual words and proper names.

**HYGIENE.**

**Gulick's Good Health.**

FIRST HALF YEAR To the end of Chapter XV.

SECOND HALF YEAR.—Finish and review.

## READING.

## Fourth Year.

## ROYAL CROWN READER, No. 3.

## FIRST HALF YEAR.

*Reading:*—To the end of selection 32, page 91, and the three verse selections at the end of the book:—"Hang up the Baby's Stocking," "The Boy for Me," "Lucy Grey."

## MEMORY WORK.

Norse Lullaby. Field.  
 The Graves of a Household. Hemans.  
 Yussouf. Lowell.  
 The Village Blacksmith. Longfellow.  
 Robert of Lincoln. Bryant.  
 A Wet Sheet and a Flowing Sea. Cunningham.  
 In School Days. Whittier.  
 Home Sweet Home. Payne.  
 The Ocean Old. Longfellow.  
 Brightest and Best. Heber.  
 Hiawatha's Friends. Longfellow.

(At least four of these selections.)

*Supplementary.*—This year New and Old, No. 3, to the end of Chapter 2, page 77. Pupils should read from this book at least three times each week.

## Selection for Special Study.

"The Tongue" (page 57).

## SECOND HALF YEAR.

*Reading:*—Finish and review book, and the four verse selections at the end of the reader: "Try Again," "The Homes of England," "The Graves of a Household," "The Better Land."

## Memory Selections.

The First Snowfall. Lowell.  
 Break, Break, Break. Tennyson.  
 The Meeting of the Waters. Moore.  
 A Night with a Wolf. Bayard Taylor.  
 The Gifts of God. Herbert.  
 Did You Tackle that Trouble? Cooke.  
 Christmas Bells. Longfellow.

Coyote. Bret Harte.

The Homes of England. Hemans.

Hiawatha's School. Longfellow.

Hiawatha's Friends. Longfellow.

(At least either two long selections or one long and two short selections.)

### Selection for Special Study.

"Robert of Lincoln," by Bryant. (In Hyde.)

*Note.*—Pupils must be trained to give the meaning of difficult words that may occur in the "Selection for Special Study" by substituting a synonym, if there is one, and to reproduce the subject matter orally.

*Supplementary.*—Things New and Old, No. 3, to the end of the book. Pupils should read from this book at least three times each week.

## ENGLISH.

### FOURTH YEAR, FIRST HALF.

Renouf's Easy Exercises in English for Fourth Year. To the end of Lesson 70, page 46 and Lessons 127, 128, 129 and 130.

### FOURTH YEAR, SECOND HALF.

Finish the book and review the essential parts.

## WRITING.

### FOURTH YEAR.

1. **COPY-BOOKS.**—The copy-book prescribed for the Grade should be used daily, and care must be taken to apportion the work in it so that it will be continuous throughout the half-year. Each headline should be practised several times on foolscap paper, and emphasis should be laid on correctness in the form of the letters. Pupils must not be allowed to undo in this work what they gain in position and freedom of the hand in the Movement Exercises.

All written class exercises must be done in the pupil's best writing. There must not be one standard of writing for the copy-books and another for an exercise book. If teachers accept only the best efforts of pupils, they will encourage them.

All of the pupils' written work must show the upright style of writing.

2. **MOVEMENT EXERCISES.**—The first five minutes of each writing lesson should be given to practice in the Movement Exercises to secure correct position of the body, arm, hand and fingers, and freedom of movement in writing. When the pupils are able to maintain a correct position of body, and do the movement without a pen or pencil in the hand, allow them to do the movements with an unsharpened pencil, then with a sharpened pencil and afterwards with a pen.

The actual marks on the paper are not of first importance in the beginning, and it is found that the making of the movement figures (writing the Exercises) on paper distracts the attention of the pupil from correctness of position and freedom of movement. In these exercises, the actual making of marks on the paper should be regarded as an incident to correct position and movement and these should be secured first. It will be sufficient if the daily time is given and the first three exercises are practised.

### ARITHMETIC.

Teachers should read carefully the instructions on the Course as outlined in the Introduction under Third Year.

Questions involving multiplication and division by factors are not given in the examination test papers, but this must not be held to include division by tens, hundreds, etc.

Simple rules, including multiplication by three or more figures; division by three or more figures; problems in simple rules; Rapid and Sight work as in Primary Exercises; Canadian Money; Measures of Time, Capacity, Length.

### NATURE STUDY. Fourth Year.

#### FIRST HALF YEAR.

##### SEPTEMBER.

- |                    |   |
|--------------------|---|
| <b>Plants.</b>     | Flowers:—Naming of parts and uses of root, stem and leaves briefly reviewed. Classify flowers found into "colonies" plant "societies"—particular plants grow together because they can all survive under similar conditions, sun, shade, dry soil, wet soil, clay, rock. Give term <i>compositae</i> and note characteristics of this family. |
| Ferns:             | Gather ferns, notice lack of flowers.   |
| <b>Animals.</b>    | Mosquito:—Insect life—What does the mosquito eat? How does it eat? Can it see? How does it breathe? How does it sing? Is it useful to man? Methods of extermination in breeding places.   |
| <b>Excursions.</b> | Observations:—Gather flowers—note societies of plants, how plants grow in colonies. Gather ferns. Note characteristics of this season in all outdoor life.  |
| <b>Weather.</b>    | Observations:—Any records may be kept that seem valuable to teacher and pupils.<br>Drawing and painting—designs.  |

## OCTOBER.

- Plants.** Flowers:—Continue study as outlined for September. Written records of observations made may be commenced.
- Trees: Trees, their usefulness to man. Notice general form of trees observed. Trunk, branches, twigs, leaves, bark, buds, fruits, etc., may enter the observations. Children should have attention drawn to ways of identifying trees.
- Animals.**— Insect life:—Continue study of mosquito and study the house-fly in the same way and compare with mosquito. Note single pair of wings as characteristic of both.
- Physiology.** Breathing:—Take exercise in breathing, speak of necessity of pure air, of ventilation.
- Excursions.** Observations:—Flowers, trees, especially trees this month, to emphasize points noted above. Notice cloud forms.
- Soil: when pronounced. Collect fossils—note formation of rocks.
- Weather.** Observations:—Written records of important points—note prevailing character of weather. Study fogs and clouds. Drawing and painting.

## NOVEMBER.

- Plants.** Trees:—Study care of trees, forestry, necessity of trees to man, trees as beautifiers, as aids in preserving right atmospheric conditions. Fire and careless cutting of trees and consequences.
- Animals.** Duck:—Note food, method of eating; notice broad beak, feet, shape of body. Classify as *swimmer*, mention other birds that can swim.
- Physiology.** Ventilation:—Continue lessons on ventilation, get the children to realize that fresh air is essential to health. Outdoor exercise, its pleasure and value.
- Weather.** Observations:—Note frosts, changes in season, high winds, and continue study of cloud forms and fogs. Written records of important points. Drawing and painting—designs.

## DECEMBER.

- Plants.** Trees:—Notice winter aspect of trees. Select a tree without attention to the kind, and observe its structure, general outline, noting height, shape and size of top, its branches and the arrangement on the main trunk; note direction of branches and whether there are many twigs, also if the twigs are crooked or straight. Then, when these points have proved worthy of observation, compare with another quite different in character.

**Animals.**

Duck:

Goose:

Continue study of duck, and if there is time study the goose in the same way and compare both birds. Note uses of these birds to man, and man's protection of domestic and wild ducks and geese. Note covering of these birds and shedding of water by bird feathers.

**Weather.**

Observations:—Note any severe frosts or heavy snow-storms in written records.

Drawing and painting—designs.

## JANUARY.

**Plants.**

Review:—Work covered since September should be reviewed; that is, salient points in regard to plants studied, as, where the various plants grow, where shall we look for dandelions in the spring, for daisies, for spring beauties, for ferns, etc.? Why shall we find them in these places? What did we learn about plant societies? Also review trees.

**Animals.**

Ostrich:

Review:—Review work covered in the study of animals, and study the ostrich, following the plan suggested for the study of ducks. Note habitat of ostrich, its characteristics, appearance, food. Classify as belonging to *runners*. Compare with the duck and note uses of ostrich to man.

**Physiology.**

Review:—Review work covered on ventilation, breathing, outdoor exercise.

**Soil.**

Soil formation:—Speak of general effect of frost on rocks, on soil formation. Nature's plough.

**Weather.**

Review:—Review any notes made on the weather for the past five months, noting prevailing weather in autumn, in winter so far, its effect on man, on vegetation.

Drawing and painting—designs.

## FEBRUARY.

**Plants.**

Trees:—Make use of children's information regarding evergreen trees, and emphasize the necessity of trees to man. Our methods of caring for and protecting our trees, woods, forests. Shelter they afford animals.

**Animals.**

Review:—Review study of sheep, noting only chief points. Get children to select from their information points that are an index, as it were, to the study of the sheep.

Beaver:

Study the beaver, note habitat, life, habits, work and value of the animal.

- Physiology.** Ventilation:—Study methods of ventilation. Why is it necessary to ventilate a room? Give exercises in breathing.
- Weather.** Observations:—Review work children have covered in noting weather records.
- Written records on some one given topic, preferably the new one, the beaver, may be started.
- Drawing and painting—designs.

## MARCH.

- Plants.** Seed Food Supply:—Experiments with barley. Soak a quantity overnight and plant in damp sawdust next day. When the roots are about half inch in length take out half the grain planted, and wash away sawdust and dry in heat. Allow the remainder to grow until green leaves are developed, then wash and dry. Then allow children to taste grains of ungerminated barley, dry germinated barley and the seedlings, and state differences in taste of each. What happens to the starch, to the sugar? Does this happen to our food?
- Animals.** Continue the study of beaver, connect with thought of clothing and the North American Indian in trading, skins, woollen blankets, furs, studying and comparing with cow and sheep.
- Beaver:  
Cow:  
Sheep:
- Weather.** Observations:—Simple experiments—evaporation — terms vapour and evaporation given in connection. Place small quantity of water in an open dish, expose to the sun or heat of room, and observe. What has become of the water? What caused it to disappear, to evaporate? Where is it now? Note effect of heat on wet clothes, on dew, or grass. Where does the vapour go? Note snow on roofs when sun shines, note steam from roofs that arises on a sunny day. Written records of important points. Note high prevailing winds this month and effect on weather.

## APRIL.

- Plants.** Buds:—Secure maple, horse-chestnut, lilac and apple twigs, or four others. Notice: (a) When leaf buds appear. Twigs to be kept in water. (b) When flower buds appear. Value of bud covering. Make sketches of stages. Plant seeds in sawdust for germination, and make sketches of stages.
- Seeds:  
Bean  
squash  
or  
pease.

- Animals:** Fish:—If possible start an aquarium, with a glass jar, river sand (well cleansed), water plants, cold water, light, and fish. Begin with hardy American gold fish and add young minnows, dace, snails, tadpoles and mussels. Observe life in the aquarium, and note the fact that the plants aid fish life, and fish the plant life, by breathing process. In any case, study where fish live, what they probably eat, by means of pictures and information given by pupils and supplemented by teacher.
- Weather.** Observations:—Note advance of spring and effects on soil, animal life, vegetation, and man. Notice markets and effect of warmer weather on our food.
- Excursions.** Observations:—Of points noted above and on trees and plant life generally. Returning birds. Clouds and cloud forms and rain fall.  
Drawing and painting—designs.

## MAY AND JUNE.

- Plants.** Continue study of buds if work outlined for May has not been completed. Study flowers, noting as outlined for  
Buds: September locality of flowers found, woods, meadows,  
Flowers: river banks, etc., associating plants with certain environments. Plant societies.
- Animals.** Continue study of fish; note shape of body, shape and  
Fish: arrangement of fins and their uses to the fish. How does the fish propel itself through the water? How does it breathe? Shape of mouth. How the fish eats, and what it eats. Note covering of fish's body. Note  
Birds: returning birds, classify perchers, runners, and swimmers, and give characteristics of each classification.
- Written Records.** Observations:—Review all work covered since February, and keep and look over all written notes of important points.  
Drawing and painting—designs.

## SECOND HALF YEAR.

## SEPTEMBER.

- Plants.** Flowers:—Classify those found according to environment, locality. "Water plants," those that live where there is an abundant water supply. Heat, those that are found where and when the sun is hot. Those that like plenty of light, those that prefer shade. Note always the soil. Names of the floral parts should be learned and their uses, as calyx, corolla, stamens and pistil. Sketches of these parts should be made by the class and labelled.

- Animals.** Birds:—Review previous study of birds and notice adaptation of birds to various life habits, general structure of perchers, runners, climbers, swimmers, scratchers, waders. Bird homes, bird protection, usefulness of birds.
- Excursions.** Observations:—Especially with reference to "plant societies" and birds.
- Notes.** Observations:—Sketches and written notes should be carefully and neatly preserved.  
Drawing and painting—designs.

## OCTOBER.

- Plants.** Flowers:—Continue study of flowers and gather ferns; Dispersion of Seeds: Note spores. Study dispersion of seeds by:—I. Wind. II. Water; III. Animals; IV. Mechanical Discharge.
- Animals.** Birds:—Continue study of birds. Note migration. Permanent residents, migrants from the south, migrants from the north.
- Excursions.** Observations:—Especially with reference to flowers and seed dispersion as well as birds, and collections of granite and limestone made.
- Notes.** Observations:—Sketches and written notes should be kept and carefully preserved.  
Drawing and painting—designs.

## NOVEMBER.

- Plants.** Dispersion of seeds:—Continue study of dispersion of seeds as outlined for October.
- Coal:** Study coal, relate to previous study of ferns. What is coal? What has it been? Storage of food by plants.
- Animals.** Fish:—Review what may be remembered and cover important points regarding fish. Note home for animals in winter months. Storage of food by animals. Hibernation of certain animals.
- Notes.** Observations:—Sketches and written records should be reviewed and kept in order.
- Physiology.** Care of food:—Cleanliness and economy should be emphasized.  
Drawing and painting—designs.

## DECEMBER.

- Plants.** Plants and trees of far-off ages serving as coal now. The history of a piece of coal may be developed relating to ferns and club mosses. The "Great Dismal Swamp" of Norfolk, North Carolina, as a very possible coal bed in formation may be talked of.

**Animals.**

Camel:—Characteristics, endurance of hunger and thirst, structural adaptation to the life it leads. Use of the camel, the "ship of the desert." Used as a means of transportation, where? Why better than horses or other means?

**Notes:**

Soil:  
Physical  
Science:

Weather:—Note typical weather conditions. Note absence of fossils in granite and presence in limestone. Study steam power. Water expanded into steam. Simple experiments—cork forced from a bottle filled partially with water and heated. Sketches and carefully written records should be kept.

Drawing and painting—designs.

## JANUARY.

**Plants.**

Trees:—Note general appearance of trees at this season. What trees can children recognize now and what are their means of identification? Notes should be kept with sketches of trees.

**Animals.**

Camel:—Continue study of the camel. Its food—twigs, herbage. What other animal have we studied that eats twigs? Uses of camel besides a means of transportation, hair used for brushes, shawls, etc.

**Review.**

Notes:—Review with open note-books work covered in study of Plants and Animals in the past five months. Get from children a discrimination of important relative points under which minor points can be grouped.

**Physiology.**

Eyes:—Care of the eyes, lighting of our rooms and homes. Value of the sun to health.

Drawing and painting—designs.

## FEBRUARY.

**Plants.**

Trees:—Study appearance of trees, recognition of trees; lists and sketches made and reasons given for identification of a tree by pupils.

**Animals.**

Camel:

Horse:—Review study of the horse and in addition study the camel as a beast of burden. Structural adaptation of both animals. Care of animals that serve us. Arouse interest in the Society for the Prevention of Cruelty to Animals. Merciful aspect of this work as well as its practical value.

**Physiology.**

Eyes:—Necessity for care of eyesight. What we can and ought to do. Lighting of our rooms and homes. Value of the sun to health.

- Weather.** Observations:—Noting interesting weather conditions, snow-storms, temperature, etc.
- Soil:** Note absence of fossils in granite. Uses of granite and limestone.
- Physical Science:** Study steam power,—water expanded into steam, simple experiments (see January.) Use of steam power to men. Notes.
- Drawing and painting—designs.

## MARCH.

- Plants.** Trees:—Study appearance of trees and means of identification, bring in twigs from listed trees and prove correctness of lists by watching unfolding leaves.
- Lumber.—Study of lumber camps. Why is winter a good time for cutting and hauling trees? Transportation of trees from lumber camp. What is a saw-mill?
- Animals.** Wild life in the woods:—Lists of animals who live in the woods, their food, habits and enemies, means of protection. What protection do we give them? Their rights.
- Soil.** Granite, Limestone.—Continue study and uses of granite and limestone. Where do we find them chiefly in America?
- Weather.** Observations:—Typical conditions; change in temperature; effect of winds.
- Physical Science.** Water Power:—In connection with saw mills and grist mills; study water power, importance and value commercially of lakes and rivers. St. Lawrence River industries along its shores.
- Notes.** Records:—Kept by pupils of important points.
- Drawing and painting—designs.

## APRIL.

- Plants.** Trees:—Continue study of trees. Study early flowers.
- Flowers; naming of floral parts, calyx, corolla, stamens, pistil. Sketches of parts. See outline for September for III-2.
- Animals.** Frog:—Study the frog, secure eggs and note changes, tadpole, disappearance of tail, appearance of fore and hind legs; study habitat.
- Birds:—Note returning birds. Arouse interest and sympathy with bird life, cleverness of birds in nest building, adaptation of birds to surroundings. Uses of birds to us, to vegetation.

- Weather.** Observations:—Note advancing signs of spring, its effect on animal life, vegetable life and man.
- Notes.** Observations:—Written records of important points.  
Drawing and painting—designs.

## MAY AND JUNE.

- Plants.** Trees:—Continue study of trees. Why must dead branches be cut off? Why are cut ends of branches sometimes coated with paint or pitch? Note difference in height of trees. Note difference in height from ground to branches of trees. What happens to crowded trees? What can be done to make a tree grow with a tall, straight trunk?
- Flowers:—Continue study of flowers as outlined for April.
- Animals.** Woodpecker:—Note bill, tongue, feet, tail. Stuffed specimens or good pictures and blackboard drawings of parts to be studied. Add woodpecker as climber to classification of birds.
- Review.** Notes:—Review with open note books, getting children to select important points covered in Nature Study since February under which minor points may be grouped. Discover individual interests and encourage pursuance of interest.  
Drawing and painting—designs.
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## DRAWING AND COLOUR.

## FOURTH YEAR—FIRST HALF.

## FOURTH YEAR—SECOND HALF.

*Teachers must give careful attention to the instructions on the Course as outlined in the Introduction to this Manual.)*

## MATERIAL:—

## (a) FOR TEACHER'S USE.

Prang's Drawing Book No. 3. Parallel Course.

Large sheets of Manilla Drawing paper 24" x 36".

Large Demonstration Brush. Thumb Tacks.

Tube of White Paint. Reeves' Primary Colour Box, No. 50, containing Gamboge, Crimson Lake, Cobalt Blue, and Ivory Black.

Reeves' Siberian Brush, No. 5. Pan for water. Waterjug or teapot, Scissors, Rulers, A Glass Prism, Envelope.

## (b) FOR PUPIL'S USE.

Prang's Drawing Book No. 3. Parallel Course.

Manilla Drawing paper 6" x 9".

Manilla Folding Paper, 4" x 4".

Grey Squared Paper,  $\frac{1}{4}$ ".

Reeves' Primary Colour Box, No. 50, containing Gamboge, Crimson Lake, Cobalt Blue and Ivory Black.

Reeves' Siberian Brush No. 5.

Pan for water, Blotting paper, Paint-cloth.

High School S. 980 Lead Pencil. Envelope.

One set of  $\frac{1}{4}$ -inch cubes and cylinders for design work.

One set  $\frac{1}{4}$ -inch cubes and cylinders for design work.

*Time:—IV-1:—One hour each week apportioned as follows:—*

One half hour in drawing.

One half hour lesson in colour.

*Time:—IV-2:—Same as above.*

If desirable, teachers may omit the half hour lesson in colour one week, and combine it with the next week's half hour lesson, making the colour lesson one hour alternating each fortnight during the session.

IV-1:—Pages 3, 7, 8, 9, 10, 18, 20 of Drawing Book.

IV-2:—Pages 5, 11, 12, 13, 14, 16, 20 of Drawing Book

## FOURTH YEAR—FIRST HALF.

## SEPTEMBER (6 LESSONS)—3 HOURS.

COLOUR, 3 Lessons.—Page 3. Nature work.

- a. Review brush strokes for grasses, leaves and flowers.
- b. Colour from nature—aiming to get true colour. Have one specimen for each pupil, also a small piece of paper to test colour.

DRAWING, 2 Lessons.—Page 3.

- a. Review pencil strokes for grasses, leaves and stems.
- b. Draw from specimens arranged around the room. Encourage quick work. Have some leaves turned. Accent line.

DRAWING, 1 Lesson. Optional.

Select and mount best sketches.

## OCTOBER (8 LESSONS)—4 HOURS.

DRAWING, 1 Lesson.—Page 7.

Blocking in—Accenting from the object.

COLOUR, 1 Lesson.—If potato is chosen, paint it in natural colour—putting in not more than 3 eyes. Two attempts ought to be sufficient, in one position.

DRAWING, 1 Lesson.—Carrot and Turnip. Accent lines. One paper.

COLOUR, 1 Lesson.—Cucumbers, Peppers and Pumpkins. One paper.

DRAWING, 1 Lesson.—Peppers, Pumpkins. Accent lines.

COLOURS, 1 Lesson.—Fruit, from object.

DRAWING, 1 Lesson.—Fruit, from object.

COLOUR, 1 Lesson.—Picture Study.

## NOVEMBER (8 LESSONS)—4 HOURS.

COLOUR, 3 Lessons.—Page 18.

Discuss brush stroke for borders. See Book I, page 20; Book II., page 22.

Discuss borders, surface patterns, block painting or printing, cube and cylinder, faces of cube, faces of cylinder. See Industrial Art Text Books for application of cube and cylinder.

Design surface patterns and borders, using block printing and brush stroke.

COLOUR, 1 Lesson.—Apply one of the above designs to some definite thing, as a large envelope, satchel, bag or Indian head dress. Practical Drawing Book III.

DRAWING, 4 Lessons.—Free drawing of familiar objects (front view) as a cart, box, book, desk, chair, house with windows and door, barn. All drawings must be large—using soft grey lines.

DRAWING, 3 Lessons.—Page 8.

1. Outline sketches of trees. Do not fill in.
  2. Landscapes with trees.—Original composition in vertical or horizontal position. Trees to be drawn to top of paper.
  3. Utilize any of the above for Christmas work. See page 20, end of book.
- Mounts are supplied for this work.

#### JANUARY (8 LESSONS)—4 HOURS.

DRAWING, 2 Lessons.—Page 9.

1. Twigs or small branches.
2. Copy page 9 as well as own specimens. Do not fill in.

COLOUR, 2 Lessons.—Page 9.

- a. One in outline of natural colour.
- b. One in natural colour brushed in.

DRAWING, 1 Lesson.—Sketches of trees without foliage. Do not fill in. See other books for soft broken line and other trees.

COLOUR, 1 Lesson.—Page 10.

Brush stroke, copy and memorize. Pencil may be used if preferred. All must know four.

DRAWING, 1 Lesson.

Represent some action or story, having the pupils pose before the class.

COLOUR, 1 Lesson.

See that all work is finished up for the half year.

#### FOURTH YEAR—SECOND HALF.

##### FEBRUARY (8 LESSONS)—4 HOURS.

DRAWING, 3 Lessons.—Page 11.

Animals or birds.

COLOUR, 2 Lessons.

Animals or birds.

DRAWING, 1 Lesson.

Imaginative work or illustrative work. Line work; within an oblong.

COLOUR, 2 Lessons.

Imaginative work or illustrative work. Brush work.—Must be prepared for lesson. Background first always; within an oblong.

##### MARCH (8 LESSONS)—4 HOURS.

DRAWING, 4 Lessons.—Page 12.

(a) Copy. Explain to children why circle is drawn as an ellipse—when it becomes one, etc.

(b) All children to have two drawings from objects in the class-room.

Brush in toys, as ball, hoop, top, kite, bugle, drum, teddy bear.

**DRAWING, 2 Lessons.**—Page 13.—Lettering—Alphabet. See Book V. (Progressive.) Use  $\frac{1}{4}$ -inch squared paper.

**COLOUR, 2 Lessons.**—Lettering.—Alphabet. Vertical letters need not be drawn. Simply brush in counting squares.

#### APRIL (8 LESSONS)—4 HOURS.

**DRAWING, 2 Lessons.**—Page 14.

Pail, also flower-pot—2 sketches.

**COLOUR, 1 Lesson.**—Colour one of the above sketches, using two tones of colour.

**DRAWING, 2 Lessons.**—Page 5. A daffodil from nature. Method.

**COLOUR, 2 Lessons.**—Page 5. A daffodil from nature. Method.

**COLOUR, 1 Lesson.**—Continue alphabet, if desired.

#### MAY (8 LESSONS)—4 HOURS.

**DRAWING, 2 Lessons.**—Page 16.

Design one surface pattern on  $\frac{1}{4}$ " squared paper and one border.

**COLOUR, 2 Lessons.**—Colour one of the above, using two colours, or two or three tones of one colour.

**COLOUR, 2 Lessons.**—Make linen bag, using block printing for design, or make Indian head dress.

**DRAWING, 1 Lesson.**—Flower from nature.

**COLOUR, 1 Lesson.**—Flower from nature.

#### JUNE (6 LESSONS)—3 HOURS.

**DRAWING, 2 Lessons.**—Page 20.

Flowers from nature.

**COLOUR, 2 Lessons.**—Page 20.

#### Landscapes.

**COLOUR, 2 Lessons.**—in landscapes, trying to introduce path, trees, or fence. (See Introduction in regard to size.)

Finish up all work. See that all pages are properly mounted and books and envelopes ready to take home.

Pupils in this year should be familiar with the following:—(See Second and Third Years). Strokes, lines, accenting, broad, narrow, coarse, fine, blocking in flat washes, graded washes; how to gray colours, effect of graying colour, circle, ellipse, rounding; when a circle is drawn as a line, as an ellipse, as a circle; what determines all three; eye level, below, above; diameter, axis, diagonal, circumference, radius.

Pupils in this year should be able to use the ruler, vertically and horizontally, and to mark off the inches, half-inches, and quarter-inches.

## MUSIC.

## FOURTH YEAR, FIRST HALF.

## Plan of Work.

## September or February.

- Voice. See pars. 1 and 2.
- Time. Teach "Taafé," see par. 3.
- Tune. Review work of 111-2, see par. 4 of that Grade. Divide class. See Introd., pars. 2, 8b, 15.
- Ear. Review work of 111-2, see par. 5 of that Grade.
- Theory. Review work of 111-2, see par. 6 of that Grade.
- Songs. See par. 7. Teach "Memory Song."

## October or March.

- Voice. See pars. 1 and 2.
- Time. See par. 3.
- Tune. Teach the class to pitch keys, see par. 4, a, c, and d.
- Ear. See par. 5.
- Theory. See par. 6.
- Songs. See par. 7.

## November or April.

- Voice. See pars. 1 and 2.
- Time. See par. 3.
- Tune. Teach two-part exercises. See par. 4, a, b, c, d and e.
- Ear. See par. 5, a and b.
- Theory. See par. 6.
- Songs. See par. 7.

## December or May.

- Voice. See pars. 1 and 2.
- Review all work.

"By rough and careless usage children may not only prevent their voices from ever improving but may entirely spoil them. This means that when they become men and women, their voices, instead of being musical and pleasant both in singing and in speaking, will be gruff and harsh, and children should be taught early in life to realize that the very best behaviour will not atone for a rough, repellant voice." Bates.

1. VOICE TRAINING. (a) (See Introd., pars. 1 and 3.) See to the temperature of the room.

(b) *Position.* (See Introd., par. 3a.) Stand erect, heels together and knees almost touching, weight of body equally distributed upon each leg, but mainly upon the heels; trunk erect, the chest being the most prominent part. Hands on either side of lower part of chest, with fingers and thumbs pointing forward. *The shoulders must not be raised.*

(c) *Breathing Exercise.* (See Introd., par. 3c.) Teacher holds baton in a horizontal position a little to the right. Class takes breath as the baton is moved towards the teacher's left and then expels it *gently* while singing Ah or Oh on G or F while the baton is moved back again towards the teacher's right, the force being increased as the baton assumes a vertical position and *diminished* as it returns to the horizontal; in this way developing both the "crescendo" and the "diminuendo." *Care must be taken not to fatigue the children.*

2. TONE. (See Introd., par. 3.) Sing from memory, with clear, pure tone, *well-opened* mouths and clearly enunciated vowels, the following exercises:

(a) Keys D, Eb, E, F, Gb., M. 80 to 120, to Oo, Aw, Oh,  $\hat{O}$  (n), Aa. Sing the exercise through several times before changing Key, and use varying degrees of force, as:—piano, mezzo, mezzo-forte, forte, crescendo, diminuendo.

{ d : m : s d' : s : m d : m : s d' : s : m d : m : s d' : s : m d : - : - : - }

(b) Keys D, Eb, E, F, Gb., M. 60 to 100, to Oo, Aw, Oh,  $\hat{O}$  (n), Aa. As above.

{ d : - : m : s d' : t : l : s d' : t : l : s d' : t : l : s f : m : r : - : d : - : - : - }

3. TIME. (See Introd., par. 5.) (a) Sing *individually* and by class, to time names, monotone and simple tune, an exercise in two, three or four-pulse measure, containing pulse tones, continuations, half pulses, half-pulse tone and half-pulse continuation, whole-pulse silence, and three-quarters and one-quarter. (Taa,-Aa, Taatai,-Aatai, Saa, Taafe.)

(See "Royal Songster," part 4, page 33.)

(b) Class to recognize and sing the time names of any time divisions taught.

4. TUNE. (See Introd., pars. 4 and 8.)

(a) Solfa, *individually*, from pointing on the Modulator, manual signs, and from notes written on the blackboard, the tones of the common scale, and "fe" in any order, and "ta" by step.

Example:—Key D.

{ m l s d' t r' l t d' t a l s t a l t d' m f s f e l s m f e s f r f e s d }

(b) Teach the Standard Scale of pitch and have the class pitch its own Keys from the C tuning fork. Encourage the class to memorize the pitch of C. Show the tuning fork and ask how many can sing the tone before the fork is sounded.

(c) (See Introd., pars. 7 and 8.) Solfa, two attempts allowed, a written or printed exercise including the tones of the common scale in any order, and "fe" by step, half-pulse tone and half-pulse tone and half-pulse continuation. (Taa-tai and —Aatai) in two, three or four-pulse measures. Divide the class, boys versus girls, or one section against another.

(See "Royal Songster," part 4, pages 33 to 36.)

(d) (See Introd., par. 10.) Solfa an exercise in two parts containing the Tonic Chord in any order and the rest of the scale by step.

(See "Royal Songster," part 4, pages 36 and 37.)

5. EAR TRAINING. (See Introd., par 9.)

(a) Teacher sings various forms of the Tonic Chord; class sings to "laa" any tone called for. (See Examples below.)

(b) Class sings to "laa" various forms of the Tonic Chord from manual signs; teacher sings to "laa" any tone of the scale; class gives answer.

#### KEY F.

d s m d - r  
m d s m - l  
s m d m - t  
m s s d - f

#### KEY D.

d d m s - f  
l m d' s m - f  
s d m s - t  
d s m d' - f

#### KEY A.

m d s m - t  
d m d s - r  
s d m d - f  
d s d m - l

(c) Teacher to sing phrases of well known tunes as, National Anthem, or the class "Memory Song." Class to sing the note names.

(d) Teacher sings a melody to "loo," "laa," or numbers, the class singing the name of each tone as it is sung by the teacher.

Example:

m r f m s f l s d' t r' d' s l f m r t l d.

(e) To recognize and write any tone of the common scale when sung as the first tone of a phrase. The exercises may consist of fragments of school songs or hymn tunes sung by the teacher to words, "loo" "laa," or numbers, in different keys, or of the examples printed below.

Examples:—Change Key frequently, and have the class sing the Tonic Chord to "loo," "laa," or numbers before each exercise.

Examples:—

#### KEY G.

#### KEY Bb.

#### KEY Eb.

#### KEY A.

#### KEY F.

#### KEY C.

d r m	d t l	t l s	m r d	l s f	t d r
r d t	m r m	l s l	l t l	r d r	l t d
f m f	t d r	m f s	r m r	s f s	t l t
m f m	l s f	s l t	s f m	f s f	r d t
r m f	s l t	t d t	t d t	s l s	d r d'
l t d	f m r	f s l	f m r	t l t	d t d'

6. THEORY. (See Introd., par. 14.) Answer questions on accents, pulses measures, length of tones, time names, and marks of expression contained in this grade.

7. SONGS. (See Introd., pars. 11 and 12.) Sing to words, in correct time and tune, with clear, pure tone and correct enunciation and suitable expression, not less than four songs in unison.

Teach "Empire Songster," page 10, from memory, and both verses of "God Save the King, and "O Canada."

"Musical Scale" Modulator required in this grade.

#### FOURTH YEAR, SECOND HALF.

##### Plan of Work.

##### September or February.

Voice. See pars. 1 and 2.

Time. Review "Saa" and "Taafé."

Tune. Teach "transition," see pars. 4a and b. Divide class, see Introd., pars. 2, 8b, 15.

Ear. See par. 6.

Song. See par. 7. Teach "Memory Song."

##### October or March.

Voice. See pars. 1 and 2.

Time. Teach "Tafatefe," see par. 3.

Tune. See pars. 4a and b.

Ear. See par. 5.

Theory. See par. 6.

Songs. Teach two-part song. See par. 7.

##### November or April.

Voice. See pars. 1 and 2.

Time. See par. 3.

Tune. Teach the class to pitch Key Eb, see par. 4, c and e.

Ear. See par. 5.

Theory. See par. 6.

Songs. See par. 7.

##### December or May.

Voice. See pars. 1 and 2.

Review all work.

"Every opportunity should be taken advantage of for correcting the rough, noisy, and unpleasant speaking of the scholars, either in the schoolroom or the playground. The teacher should aim to establish a quiet, gentle and refined manner of speaking, for it is impossible to get sweet and refined *singing* from children whose voices are thus permitted to run wild and whose rough, noisy, loud, uncultivated *speaking* remains unchanged." McNaught.

1. VOICE TRAINING. (a) (See Introd., par. 1.) See to the temperature of the room.

(b) *Position.* (See Introd., par. 3a.) Stand erect, heels together and knees almost touching, weight of body equally distributed upon each leg, but mainly upon the heels; trunk erect, the chest being the most prominent part. Hands on each side of lower part of chest with fingers and thumbs pointing forward. *The shoulders must not be raised.*

(c) *Breathing exercises.* (See Introd., par. 3c.) Teacher holds baton in a horizontal position a little to her right. Class takes breath as the baton is moved towards the teacher's left and then expels it *gently* while singing Ah or Oh on G or F while the baton is moved back again towards the teacher's right, the force being *increased* as the baton assumes a vertical position, and *diminished* as it returns to the horizontal; in this way developing both the "crescendo" and the "diminuendo." *Care must be taken not to fatigue the children.*

2. TONE. (See Introd., pars. 3, 3b, 3d, 3e.) Sing from memory with clear, pure tone, *well-opened* mouths and clearly enunciated vowels, the following exercises:

(a) Keys Eb, E, F, Gb., M. 80 to 120, to Oo, Aw, Oh,  $\hat{O}$  (n), Aa. Sing the exercise through several times before changing Key, and use varying degrees of force, as:—piano, mezzo, mezzo-forte, crescendo, diminuendo.

$d : m : s \mid d' : s : m \mid d : m : s \mid d' : s : m \mid d : m : s \mid d' : s : m \mid d : - : -$

(b) Keys Eb, E, F, Gb, M. 60 to 100, to Oo, Aw, Oh,  $\hat{O}$  (n), Aa, 3 above.

$d : - : m : s \mid d' : t \mid l : s \mid d' : t \mid l : s \mid d' : t \mid l : s \mid f : m \mid r : - : d : - : - : -$

3. TIME. (See Introd., par. 5.) (a) Sing, *individually* and by class, to time measures, monotone and simple tune, an exercise in two, three, or four pulse measure, obtaining pulse tones, continuations, half-pulses, half pulse tones and half-pulse continuation, whole pulse silence, and three-quarters and one-quarter, and three-quarters of a pulse. (Taa-Aa, Taatai, Aatai, Saa, Taafe, Tafatefe.) See exercises in "Royal Songster," part 4, page 37.

(c) Class to recognize and sing the time names of any time division taught, sung to "laa," or words, by the teacher.

4. TUNE. (See Introd., pars. 4 and 8.) (a) Solfa, *individually* and by class, from pointing on the Modulator, manual signs, or from notes written on the blackboard, the tones of the common scale, and "fe" and "ta," in any order, and transitions of one remove by means of "bridge-notes."

Example:—Key Eb.

{ s l f r f e s m - d' s t a l r d' t - d' m f e l s - ' m r d t r f m - ' d' s l m f r d }

(b) Sing a similar exercise to "laa" without change of Key by "bridge-notes."

(c) Teach the class to pitch Key Eb. Encourage the class to memorize the pitch of C. Show the Tuning Fork and ask how many can sing the tone before the fork is sounded. (See Introd., par. 6.)

(d) (See Introd., pars. 7 and 8.) Solfa, (two attempts allowed), a written or printed exercise containing "fe" and "ta" by leap, half-pulse tones, half-pulse tone and half-pulse continuation, and whole-pulse silence (Taatai-Aatai Saa) in two, three, or four-pulse measures. Divide the class, boys versus girls, or one section against another.

(e) (See Introd., par. 10.) Solfa an exercise in two parts containing the common scale, and "fe" in any order, and half-pulse tones (Taatai). (See "Royal Songster," part 4, pages 39 and 40.)

5. EAR TRAINING. (See Introd., par. 9.)

(a) First of three tones, as Fourth Year, First Half, par. 5a.

(b) Teacher sings phrases of well known melody as, National Anthem, or Class "Memory Song." Class to sing the note names.

(c) Teacher sings a melody in phrases of three tones, class to sing the names.

Example:

d r m—f m r—m f s—l s f—s l t—d' t l—s f m.

(d) To recognize and write the names of a stepwise phrase of three or more tones, commencing on any tone of the scale. The exercise may consist of fragments of school songs or hymn tunes sung by the teacher to words, "loo," "laa" or numbers in different keys, or of the examples printed below.

Examples (change Key frequently and have the class sing the chord to "loo," "laa," or numbers before each exercise):

d r m	d t d	d <sup>1</sup> r <sup>1</sup> d <sup>1</sup>	m r m	s f m	s l t
d t <sub>1</sub> l <sub>1</sub>	d <sup>1</sup> t l	m r d	m f m	s l s	s <sub>1</sub> f <sub>1</sub> m
d r d	d <sup>1</sup> r <sup>1</sup> d <sup>1</sup>	m f s	m <sup>1</sup> r <sup>1</sup> d <sup>1</sup>	s f s	s <sub>1</sub> l <sub>1</sub> t

r d t	t d r	f m r	l s f	l <sub>1</sub> t <sub>1</sub> d	t d <sup>1</sup> r <sup>1</sup>	r <sup>1</sup> d <sup>1</sup> t	f <sub>1</sub> s <sub>1</sub> l
r m r	t <sub>1</sub> d t <sub>1</sub>	f m f	l t d <sup>1</sup>	l <sub>1</sub> s <sub>1</sub> f <sub>1</sub>	t l t	r <sup>1</sup> d <sup>1</sup> r <sup>1</sup>	f <sub>1</sub> s <sub>1</sub> t
r m f	t <sub>1</sub> l <sub>1</sub> s <sub>1</sub>	f s l	l s l	l <sub>1</sub> t <sub>1</sub> l <sub>1</sub>	t l s	r <sup>1</sup> m <sup>1</sup> r <sup>1</sup>	f <sub>1</sub> m f <sub>1</sub>
r d r	t <sub>1</sub> l <sub>1</sub> t <sub>1</sub>	f s f	l t l	l <sub>1</sub> s <sub>1</sub> l <sub>1</sub>	t d <sup>1</sup> t	r <sub>1</sub> m <sub>1</sub> f <sub>1</sub>	f <sub>1</sub> m <sub>1</sub> r <sub>1</sub>

6. **THEORY.** (See Introd., par. 14.) Answer questions on the Standard Scale, pitching of Keys, signs of Expression, and write examples of accents, pulses, measures, and time names used in this grade.

Draw a one column Modulator, showing the little steps "fe" and "ta" correctly placed.

7. **SONGS.** (See Introd., pars. 10, 11 and 12.) Sing to words, in correct time and tone, with clear, pure tone, correct enunciation and suitable expression not less than four school songs, at least one of which must be in two-part harmony.

Teach "Empire Songster," page 27 (Our Father's Land) from memory.

"4th Step" Modulator required for this grade, and both verses of "God Save the King" and "O Canada."

**PHYSICAL TRAINING.**

Teachers must follow the Course of Instruction as outlined in the Introduction to this Manual.

**GENERAL INFORMATION.****FOURTH YEAR—FIRST HALF.****FOURTH YEAR—SECOND HALF.**

1. Pupil's name, address, age and date of birth.
2. Father's name.
3. Name of school, Principal and class teacher and street address of School.
4. Name of Grade in school (half-year) and number of classroom.
5. Use of monthly calendar. Years, months, weeks, days.
6. Use of clock face. Telling of time, hours, half-hours, quarter-hours, minutes.
7. Use of yard stick, foot rule, and quart measure.
8. Canadian coins, dozen, gross, score, bushel, peck, gallon, quart, pint, pound, and  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$  as applied to these in practice.
9. Name of our City, Province, Country.
10. Mayor of the City, Premier of the Province, Premier of the Country, Governor-General.
11. In what ward of the City is the School situated? In what Ward does the pupil live?
12. Use of a map of the City. Point out and name the Wards, principal Streets, Suburbs, Harbour, River, Mountain.
13. Points of the Compass, North, East, South, West, and North-west North-east, South-east, South-west. Indicate these directions on the map of the City and from the class-room.
14. The Departments of the City service—Fire, Police, Water, Health, Roads.
15. Name of our King, Empire and Flag.
16. Dominion Holidays.
17. Kindness to animals.
18. Care of our Teeth.
19. "Safety First."

# 1911 YEAR FIRST HALF

SUBJECTS	TEXT BOOKS	LIMITS	WEEKLY TIME	
			Hours	Mins.
Opening Exercises, Morals, Scripture and Hygiene (Supplementary)	Course as outlined in Manual for Teachers and Gulick's Emergencies Royal Crown Reader, No. 4. Things New and Old, Book 4. Citizen Reader.	To the end of p. 87. To the end of p. 123. As indicated in the Manual for Teachers	1	40
Memory.	Selections indicated in Manual for Teachers.		5	30
English.	Renouf's Easy Exercises for Fifth Year.	As indicated in Manual for Teachers.		
Spelling.	Alexander's Speller (Can. Ed.).	To the end of page 12.	1	40
Writing.	Royal Crown Reader, No. 4.	Prose selections to the end of page 87.	1	40
Arithmetic.	Philips' Semi-Upright. Graded Arithmetic, Book One.	Book No. 7. As in Manual for Teachers. Rapid and Mental Work. Review.	1	20
French.	Primary Exercises, No. 7. Oral Lessons, Pt. III (1917 Edition).	As indicated in Manual for Teachers. Chaps. XIV. and XV. to Six on five	2	50
Drawing and Colour Geography.	Prang's Parallel Course Bk. 4. New Elementary Geography. (Revised Ed., 1915).	As indicated in the Manual for Teachers.	2	00
Manual Training.	School Song Book. Empire Songster	Cardboard.	1	40
Music.	Course outlined in Manual for Teachers.	As indicated in Manual for Teachers.	1	00
Physical Training.		Two-minute Exercises. Gymnasium Work.	1	00
Recesses.				50
Closing Exercises.				50
Fire Drill.		Art. XLIII. of the Regulations of the Board.	25	00

Home work not to exceed one hour daily.

# FIFTH YEAR—SECOND HALF.

SUBJECTS	TEXT BOOKS	LIMITS	WEEKLY TIME	
			Hours	Min
Opening Exercises, Morals, Scripture and Hygiene	Course as outlined in Manual for Teachers and Gulick's Emer- gencies	Finish	1	40
Reading (Supplementary)	Royal Crown Reader, No. 4 Things New and Old, Book 4 Citizen Reader	Finish As indicated in Manual for Teachers	5	30
Memory	Selections indicated in Manual for Teachers			
English	Renouf's Easy Exercises in English for Fifth Year	As indicated in Manual for Teachers		
Spelling	Alexander's Speller (Can. Ed.) Royal Crown Reader, No. 4	To the end of page 24 Finish Prose Selections	1	40
Writing	Philips' Semi Upright	Book No. 7A	1	40
Arithmetic	Graded Arithmetic, Book One Primary Exercises in Arith., No. 8	To the end of page 168 As indicated in Manual for Teachers	4	20
French	Oral Lessons, Pt. III (1917 Edition)	Chap. XV, Section 6 to end of Chap. XVI	2	50
Drawing and Colour	Praug's Parallel Course, Bk. 4	As indicated in the Manual for Teachers	1	30
Geography	New Elementary Geography, Re- vised Edition, 1915	As indicated in Manual for Teachers Outline Maps Nos 1, 2 and 4.	2	10
Manual Training		Cardboard	1	00
Music	Royal Music Reader, School Song Book, Empire Songster, M. S. Book	As indicated in Manual for Teachers	1	00
Physical Training	Course outlined in Manual for Teachers	Two-minute Exercises Gymnasium Work		50
Recesses				50
Closing Exercises		Art. XI, III, of the Regulations of the Board	25	00
Fire Drill				00

Home work not to exceed one hour daily.

SCRIPTURE.

FIRST HALF YEAR.

**NEW TESTAMENT.**—*Temptation, Luke iv., 1-13. First Passover of Ministry, John ii., 13-25, iii., 1-21. Peter's Confession, Matt. xvi., 13-20. Transfiguration, Matt. xviii., 1-13. Sending out the Seventy, Luke x., 1-16. Feast of Dedication, John x., 22-42. Paschal Supper, John xiii., 1-35. Garden of Gethsemane, Matt., xxvi., 36-46. Betrayal, Matt. xxvi., 47-56. Trial, John xviii. Appearance after resurrection, John xx., Matt. xxviii., 16-20, Luke xxiv., 13-35. Pentecost, Acts ii.*

**MEMORY WORK.**—*Matthew xi., 28-30. Luke xv., 11-24.*

SECOND HALF YEAR.

**OLD TESTAMENT.**—*Chief events of life of Samuel and the reigns of Saul, David and Solomon.*

*Call of Samuel, I. Sam. iii., 18-19; iv., 1, 4-10, 14, 19, 20.*

*Death of Eli and his sons, I. Sam., iv., 17-18.*

*The Israelites ask for a king, I. Sam. viii., 5, 6, 10, 19-22.*

THE REIGN OF SAUL, 40 YEARS.

*Samuel anoints Saul as King, I. Sam. ix., 1, 2, 15-17; x., 1, 6, 9.*

*Saul chosen and proclaimed King, I. Sam. x., 17, 18, 21-24.*

*Saul disobeys God, and is warned of his rejection from the kingdom, I. Sam. viii., 9-14.*

*Saul smites the Amalekites; spares Agag and the best of the spoil; denounced by Samuel, I. Sam. xv., 3, 8, 9, 10, 11, 14, 15, 22, 24, 28.*

*Samuel secretly anoints David, at Bethlehem, as future king, I. Sam. xvi. 1, 11-13.*

*David becomes Saul's Armour-Bearer, I. Sam. xvi., 14-23.*

*David's victory over Goliath: Jonathan loves David, I. Sam. xvii., 3-11, 14-18, 20-23, 32, 51, 57-58; xviii., 1-5.*

*David's victories; Saul's melancholy; he attempts to kill David, I. Sam. xviii. 5-16.*

*David marries Saul's daughter; Saul makes various attempts to kill him; David flees to Samuel; Saul sends after him, I. Sam. xviii., 20, 21; xix., 1-12, 18-21.*

*David's covenant with Jonathan, I. Sam. xx., 1-4, 15-22, 30-33, 35-42.*

*David flees to Ahimelech, then to Achish; feigns madness, I. Sam. xxi., 1, 7-15.*

*Slaughter of the priests by Saul, I. Sam. xxii., 6-23.*

*David defeats the Philistines; Saul pursues David; an invasion obliges him to return, I. Sam. xxiii., 4, 5, 16-18, 25-28.*

*Saul pursues David; David spares Saul's life; Saul confesses his fault, I. Sam. xxiv., 1-22.*

*Death of Samuel, I. Sam. xxv., 1-3.*

*David again spares Saul's life, I. Sam. xxvi., 6-21.*

*The Philistines prepare for war; David accompanies them; Saul consults the Witch of Endor, I. Sam. xxviii., 5-20. Saul defeated in battle, and his sons slain kills himself, I. Sam. xxxi., 1-7.*

*An Amalekite pretends to have slain Saul and is put to death by David, II. Sam. i. 1-16.*

*David's lament over Saul and Jonathan, II. Sam. i., 17-27.*

#### REIGN OF DAVID, 40 YEARS.

*Acknowledged as king of Judah, II. Sam., ii., 1-7. (I. Chron. ii., 1-13.)*

*Ishbosheth proclaimed King of Israel, II. Sam. ii., 8-11.*

*Civil war ensues; David grows stronger; Abner and Ishbosheth slain, II. Sam. ii., 12-32; iii., 27. IV. 5-7.*

*David made king over all Israel; his troops; he dispossesses the Jebusites of the Hill of Zion and dwells there, II. Sam., v., 1-10.*

*David twice defeats the Philistines, II. Sam. v., 17-25.*

*David removes the ark; Uzzah, not being a Levite, smitten for touching the ark, II. Sam. vi., (I. Chron. xiii., and xv.)*

*David desires to build God a house and is forbidden. God's promises to him, II. Sam. vii., 1-17. (I. Chron. xvii., 1-15.)*

*David's prayer and thanksgiving, II. Sam. vii., 18-29.*

*Consideration for Mephibosheth, II. Sam. ix.*

*Birth of Solomon, II. Sam. xii., 24.*

*Absalom conspires against David, II. Sam. xv.*

*David grieves over Absalom's death, II. Sam. xviii and xix.*

*David's mighty men, II. Sam. xxiii., 1-22.*

*Tempted by Satan, numbers the people. II. Sam. xxiv.*

*Exhorts the congregation to fear God, I. Chron. xxviii.*

*Adonijah's Rebellion; Solomon anointed and proclaimed David's successor.*

*David calls a solemn assembly and exhorts both them and Solomon to the work of the temple; the offering of the princes and people; David's thanksgiving; Solomon acknowledged as king, I. Kings i.*

*David's final charge to Solomon—his last words—his death, I. Kings, ii.*

#### THE REIGN OF SOLOMON, 40 YEARS.

*Solomon's burnt offering, God giving him a choice, he asks for wisdom; wealth and honour added to him, I. Kings iii., 4-15.*

*Solomon's wise judgment, I. Kings iii., 16-28.*

*Solomon obtains material and men for the building of the temple, I. Kings v. (Omit details).*

*The building of the Temple, I. Kings vi. and vii. (Omit details.)*

*The dedication of the Temple, I. Kings viii. (Omit details.)*

*The greatness of Solomon, I. Kings iv., 20-28; x., 14-25.*

*The wisdom of Solomon, I. Kings iv., 20-31; x., 24-25.*

*Solomon's fame; visit of the Queen of Sheba, I. Kings x., 1-13.*

*Solomon's idolatry; the Lord's anger, I. Kings xi., 1-13.*

*Solomon writes Ecclesiastes, or the Preacher, probably as an expression of repentance, Eccl. i.*

*Solomon's death, I. Kings xi., 41-43.*

(b) MEMORY WORK.—*Ten Commandments, Beatitudes.*

### HYGIENE.

#### Gullick's Emergencies.

FIRST HALF YEAR.—To the end of Chapter XVI.

SECOND HALF YEAR.—Finish and review.

### READING.

#### FIRST HALF YEAR.

(a) Royal Crown Reader, No. 4, first 27 selections with first four verse selections at end of book.

(b) Selection for Special Study—Smoke.

(c) Supplementary Reading.

"Things New and Old," Book 4 to p. 123, with the following from Citizen Reader, Chapter II, "Patriotism"; Chapter VII., "Law and Justice."

#### SECOND HALF YEAR.

(a) Royal Crown Reader, No. 4. Finish, with last four verse selections at the end of the book.

(b) Selection for Special Study—"The Life of a Fly."

(c) Supplementary Reading,—

Finish "Things New and Old," Book 4 (prose only), with the following from Citizen Reader, Chapters XII. and XIII., "The Flag;" Chapter XVIII., "Education"; Chapter XX., "Freedom."

### ENGLISH.

#### FIRST HALF YEAR.

I. Renouf's Easy Exercises in English for Fifth Year:

(a) Exercises, 1-31 inclusive.

(b) Letters as on pp. 35, 36 and 37.

(c) Addresses, Exercises 47, page 39.

(d) Composition and reproduction, Section 38, pp. 39, 40, 41.

II. (a) Pupils will be taught to recognize a noun in a sentence and will be required to tell its kind, its number and its gender, but will not be required to know the definition of these terms.

(b) Ability to recognize a personal pronoun in a sentence, and to tell whether it is first, second or third person.

## III. Selections for Special Study and Memorization:—

- (1) Storm Song, by Bayard Taylor.
- (2) Ye Mariners of England, by Campbell.
- (3) Hiawatha's Sailing, Lines 1-76.

## SECOND HALF YEAR.

## I. Renouf's Easy Exercises in English for Fifth Year.

- (a) Exercises 32-57 inclusive, and review.
- (b) Letters. Sections 32-37 inclusive.
- (c) Compositions and reproductions. Sections 38-40, pp. 39-53.

## II. (a) Ability to recognize an adjective in a sentence, and to tell the kind, and to what noun it is attached.

- (b) Ability to recognize an adverb, and to tell its kind.
- (c) Review nouns as in V-1.
- (d) Review personal pronouns as in V-1, and give the gender and number of the pronoun.

## III. Selections for Special Study and Memorization.

- (1) Red River Voyageur, by Whittier.
- (2) About Ben Adhem, by Leigh Hunt.
- (3) Hiawatha's Sailing, Lines 77-140 inclusive, and review.

*Tests:*—Two test papers in English, valued at 50 marks each, are given in this Grade during each Half Year, one in October or March, the other in December or May. Paper No. 1, is based on the work in Easy Exercises, and the grammatical work outlined under Paragraph II. Paper No. 2 is based on the work indicated for Special Study and Memorization. Letter-Writing and Composition may be given in either paper.

## COMPOSITIONS.

In composition the form rather than the subject matter should engage the teacher's attention in correcting. Form includes the sequence and coherence of the sentences, grammar, spelling, and the proper use of capitals and punctuation. In correcting, pupils need be called upon to re-write only those sentences which are faulty. As regards subject matter a good reproduction will omit no important point contained in the original, but will not use the words of the original. Compositions at times may be put into the form of descriptive letters.

## WRITING.

I. Copy-Books.—The copy-book prescribed for the Grade should be used daily, and care should be taken to apportion the work in it so that it will be continuous throughout the half-year. Each headline should be practised several times on foolscap paper, and emphasis should be laid on correctness in the form of the letters. Pupils must not be allowed to undo in this work what they gain in position and freedom of the hand in the Movement Exercises.

All written class exercises must be done in the pupil's best writing. There is not one standard of writing for the copy-book and another for an exercise in dictation. If teachers accept only the best efforts of pupils, they will get no other.

All of the pupil's written work must show the upright style of writing.

**II. MOVEMENT EXERCISES.**—The first five minutes of each writing lesson should be given to practice in the Movement Exercises to secure correct position of the body, arm, hand and fingers, and freedom of movement in writing. When the pupils are able to maintain a correct position of body, and do the movement without a pen or pencil in the hand, allow them to do the movements with an unsharpened pencil, then with a sharpened pencil, and afterwards with a pen. The actual marks on the paper are not of first importance in the beginning, and it is found that the making of the movement figures (writing the Exercises) on paper distracts the attention of pupils from correctness of position and freedom of movement. In these exercises, the actual making of marks on paper should be regarded as an incident to correct position and movement and these should be secured first. It will be sufficient if the daily time is given and the first three exercises are practised.

## GEOGRAPHY.

**FIRST HALF YEAR.**—New Elementary Geography, to the end of par. 18. "Mountains," on page 26, Outline Map, No. 1.

Location of the following cities on Outline Map, No. 1; Montreal, Quebec, Toronto, Halifax, Winnipeg, Vancouver, Chicago, Washington, New Orleans, San Francisco.

**SECOND HALF YEAR.**—New Elementary Geography.

- (a) North America, pp. 25-34. (Outline map, No. 1.)
- (b) Dominion of Canada from pages 35 to 47 inclusive (Outline map, No. 2.)
- (c) Province of Quebec, pages 55 to 59 inclusive. (Outline map, No. 4.)
- (d) Location of the following cities:—Montreal, Quebec, Sherbrooke, Three Rivers, Hull, Ottawa, Toronto, Hamilton, Kingston, Halifax, St. John, Winnipeg, Regina, Vancouver, Prince Rupert, Calgary, Edmonton, New York, Chicago, Washington, Boston, New Orleans, San Francisco, Portland, (Me.), Portland (Or.), Minneapolis, Philadelphia, Denver, Cincinnati.

Pupils must be able to draw from memory an outline map of North America, showing its divisions, of the Dominion of Canada and the Province of Quebec, and to locate on these the principal places as given in the text book, and to show approximately where each is situated. About one-third of the marks will be assigned to this part of the work. Outline maps will be supplied on application for class use and use in tests. In tests pupils will not be asked to fill in outline maps that they may have drawn. The exact location of a city should be marked by a star. The remainder of the marks will be assigned on the subject matter of the text book.

## DRAWING AND COLOUR.

## FIFTH YEAR—FIRST HALF.

## FIFTH YEAR—SECOND HALF.

*(Teachers must give careful attention to the instruction on the Course as outlined in Introduction to this Manual.)*

## MATERIAL:—

## (a) FOR TEACHER'S USE.

Prang's Drawing Book, No. 4. Parallel Course.

Large sheets of Manilla Drawing paper 24" x 36".

Large Demonstration Brush—Vase form or collection of vases—Thumb tacks.

Tube of White paint. Reeves' Primary Colour Box, No. 50, containing Gamboge, Crimson Lake, Cobalt Blue, and Ivory Black.

Reeves' Siberian Brush, No. 5. Pan for water. Water-jug or teapot, Scissors, Rulers.

## (b) FOR PUPIL'S USE.

Prang's Drawing Book, No. 4. Parallel Course.

Manilla Folding Paper, 4" x 4".

High School S. 980 Lead Pencil—Manilla Drawing paper 6" x 9".

Grey Paper, 1/4" square.

Reeves' Primary Colour Box, No. 50, containing Gamboge, Crimson Lake, Cobalt Blue and Ivory Black.

Reeves' Siberian Brush, No. 5.

Pan for water, board and clamp, blotting paper and a paint cloth.

V-1. Pages 3, 4, 5, 7, 9, 11, 12, of the book.

V-2. Pages 13, 14, 16, 18, 20 and 21 of the book.

Time:—V-1: Two hours each week apportioned as follows:—

Two half hour lessons in drawing and one hour lesson in colour.

V-2. One and one-half hours each week apportioned as follows:—

1st Week.—One half-hour lesson in drawing and one hour lesson in colour.

2nd Week.—One half-hour lesson in colour and two half-hour lessons in drawing, alternating in this way during the session. If desired, teachers may omit the half-hour lesson in colour one week and combine it with the other half-hour lesson and so have it one hour—making it three one hour lessons in colour in four weeks.

## FIFTH YEAR—FIRST HALF.

## SEPTEMBER (9 LESSONS)—6 HOURS.

COLOUR, 3 Lessons.—Page 4—Goldenrod—Grasses—Branches with leaves.

DRAWING, 6 Lessons.—Page 4—Leaves, goldenrod and grasses in as many positions as possible. One does not require to draw what has been painted or vice versa—a new specimen or study creates fresh interest. Method for turned leaves.

## OCTOBER (12 LESSONS)—8 HOURS.

COLOUR, 2 Lessons.—Page 5—Trees—Review Spruce and Poplar.

DRAWING, 2 Lessons.—Outline drawing of Spruce, Poplar, Elm, Maple and Apple Tree. See other books for broken line effect.

COLOUR, 2 Lessons.—Trees, using tones of black in one lesson—Colour in the other.

As a rule do not use black and colour during the same lesson as the water becomes too dirty.

Copy page 5—Copy other trees from illustrations. No outlining for this work—simply brush in, going from light to dark or weak to strong, or vice versa.

DRAWING, 2 Lessons.—Trees.—The Elm if possible and the Pine. Outline only.

DRAWING, 4 Lessons.—Page 3.

(a) Practice leaves turned in all positions. Block in always first, then accent where required.

(b) Draw from sprays on desks.

## NOVEMBER (12 LESSONS)—8 HOURS.

COLOUR, 2 Lessons.—Page 7—Using tones of black one lesson—Colour other lesson.

Encourage original compositions, keeping them simple. (This work will do for Christmas mountings): use three tones of green; three tones of brown or three tones of violet.

DRAWING, 4 Lessons.—Page 7.

Discuss spacing—What is required for good composition. Allow the children so see other studies from different books.

Take up work and have class criticise—Accept no hard line.

COLOUR, 1 Lesson.—Review Brush stroke and Brush Line.

If time permits, try lengthened blob and brush stroke, using two colours in the brush at one time.

COLOUR, 1 Lesson.—Page 9. Group of two vegetables or fruits from nature. Method for grouping.

DRAWING, 2 Lessons.—Page 9. Group of two vegetables or fruits from nature.

DRAWING, 2 Lessons.—Picture Study.

All mounting to be finished up.

## DECEMBER (9 LESSONS)—6 HOURS.

DRAWING, 6 Lessons.—Page 11. Make anything suitable for class work, and decorate. A waste paper basket is suggested and the size will be given.

COLOUR, 3 Lessons.—Page 11.

Do not use blob; block design is good. The boys will use the time as they require it for the above. Christmas work can also be done, as previous work can be used for decorating.

## JANUARY (10 LESSONS)—7 HOURS.

COLOUR, 2 Lessons.—Page 12.

- (a) Copy any animal, parts first.
- (b) Repeat from memory.
- (c) Have toy animals placed upon the desks. Brush in, or copy from pictures. Time may be taken for one animal.

DRAWING, 3 Lessons.—Page 12.

- (a) Copy in outline any two animals.
- (b) Draw from toy animals, which should be placed a little distance from pupils. A "Teddy Bear" could be done nicely in this lesson in different positions. Do not keep children too long at any one object as they tire quickly.

COLOUR, 2 Lessons.—Three direct tones of the Primary colours.

DRAWING, 2 Lessons.—Familiar objects.

DRAWING, 1 Lesson.—Finish up work.

## FIFTH YEAR—SECOND HALF.

## FEBRUARY (9 LESSONS)—6 HOURS.

DRAWING, 4 Lessons.—Alphabet (Progressive Book V.)

COLOUR, 2 Lessons.—Alphabet.

DRAWING, 2 Lessons.—Familiar objects.

COLOUR, 1 Lesson.—Optional.

## MARCH (9 LESSONS)—6 HOURS.

DRAWING, 2 Lessons—page 14. Design. Wall paper or surface pattern. (Half sheet.) Design, dissymmetrical, from folded paper.

COLOUR, 2 Lessons—page 14

See also coloured designs at back of book. A book cover could easily be worked in here. Paper will be supplied. If book cover, keep to bands and lines.

COLOUR, 2 Lessons.—Three tones of the Secondary or Binary Colours—Orange, green and violet.

DRAWING, 2 Lessons.—Familiar objects.

## APRIL (9 LESSONS)—6 HOURS.

DRAWING, 2 Lessons—page 16.

Make Blotter—Millboard supplied.

COLOUR, 2 Lessons.—Colour above design or pattern.

DRAWING, 2 Lessons—page 18.

Free cutting of vase forms, by folding on diameter—Discussion—Select best one and place within an oblong—round top and bottom, making the top an ellipse.

COLOUR, 1 Lesson.—Paint above in three tones of either green or brown. In mixing colour, go from dark to light. In putting it on go from light to dark.

DRAWING, 1 Lesson.—Outline drawing of vases from the objects placed around the room.

DRAWING, 1 Lesson. Continue the above.  
Mount and finish up work.

#### MAY (9 LESSONS)—6 HOURS.

COLOUR, 2 Lessons.—Daffodils—page 21. Do not accept flat work. Method.

DRAWING, 2 Lessons.—Daffodils—Any other flower you like. Accent lines.  
Method.

COLOUR, 1 Lesson.—Tulips—Budding twigs. Do not accept flat work.

DRAWING, 2 Lessons.—Tulips—Budding twigs—Half opened leaves on small branches.—Accent.

DRAWING, 2 Lessons.—Imaginative.  
Select and mount best sketches.

#### JUNE (6 LESSONS)—4 HOURS.

COLOUR, 2 Lessons—page 20.

Flowers—as Buttercup, Daisy, Clover,—Panel effect.

DRAWING, 1 Lesson.—Imaginative.

COLOUR, 1 Lesson.—Imaginative.

DRAWING, 1 Lesson.—Going over half year's work to see that all sketches are properly mounted and book ready to take home.

Pupils of this year should be familiar with the following:—(See Second, Third and Fourth Years). Blocking in, accenting, turned leaves: what determines light and shade; primary and secondary colours; tones of colour, tints of colour; warm colours, cold colours; graying of colour; flat washes, graded washes; diameter, bisect.

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## MUSIC.

## FIFTH YEAR, FIRST HALF.

## Plan of Work.

## September or February.

Voice. See pars. 1 and 2.

Time. Review "Tafatefe."

Tune. Review work of IV-2, par. 4. Divide class. See Introl., pars. 2, 8b, 15.

Ear. Review work of IV-2, par. 5.

Theory. Review work of IV-2, par. 6.

Songs. Review work of IV-2, par. 7. Teach "Memory Song."

## October or March.

Voice. See pars. 1 and 2.

Time. Teach "Taataitee" and "Taa-aitee," par. 2.

Tune. Pitch Keys Bb and Eb, par. 4, a, b, and c.

Ear. See par. 5.

Theory. See par. 6.

Songs. See par. 7.

## November or April.

Voice. See pars. 1 and 2.

Time. Teach "Aataitee," par. 3.

Tune. See par. 4, a, b, c, d.

Ear. See par. 5.

Theory. See par. 6.

Songs. See par. 7.

## December or May.

Voice. See pars. 1 and 2.

Review all work.

"The only way to secure both full vocal effect and clear enunciation is to train the class to make the *vowels* as long as possible and the *consonants* short but distinct." Bates.

1. VOICE TRAINING. (a) (See Introd., par. 1.) See to the temperature of the room.

(b) *Position.* (See Introduction par. 3a.) Stand erect, heels together and knees almost touching, weight of body equally distributed upon each leg, but mainly upon the heels; trunk erect, the chest being the most prominent part. Hands on each side of lower part of chest, with fingers and thumbs pointing forward. *The shoulders must not be raised.*

(c) *Breathing exercises.* (See Introduction par. 3c.) Inhale slowly through the nose, at the same time flattening the *abdomen*. A distension of the lower *ribs* should be felt at the hands.

(d) Exhale by monotoning numbers 1 to 10, at M. 80.

(e) *Breathing exercises.* (See Introduction par. 3c.) Teacher holds baton in a horizontal position a little to her right. Class takes breath as the baton is moved towards the teacher's left, and then expels it gently while singing Ah or Oh on G or F while the baton is moved back again towards the teacher's right, the force being *increased* as the baton assumes a vertical position and *diminished* as it returns to the horizontal, in this way developing both the "crescendo" and the "diminuendo." *Care must be taken not to fatigue the children.*

2. TONE. (See Introduction pars. 3, 3b, 3d, 3e.) Sing, from memory, with clear, pure tone, *well-opened* mouths and clearly enunciated vowels, the following exercises:

(a) Keys D up to G, M. 60 to 120. Sing the exercise several times before changing, and use varying degrees of force, as: Piano, Forte, Mezzo-forte, Crescendo, Staccato, Diminuendo.

{ d:- | m:s d':t | l:s d':t | l:s d':t | l:s f:m | r:- d:- } :-

koo, koo koo, koo, koo, koo, koo, koo, koo, koo, koo, koo, koo, koo, koo, koo,

Oo-Oo - - Oo - Oo - Oo - Oo - Oo - Oo - Oo - Oo - Oo

Aw - - - Aw - - - Aw - - - Aw - - - Aw - - - Aw

Oh - - - - - Oh - - - - - Oh - - - - -

Ö(n) - - - - - Ö(n) - - - - -

Aa - - - - - - - - - - - - - - -

(b) Keys D up to F, M. 60 to 100, as above.

{ d:m:s | f:l:d' | s:t:r' | d' :- - -

$\hat{O},(n)$	$\hat{O},$	$\hat{O},$	$\hat{O},$	$\hat{O},$	$\hat{O},$	$\hat{O},$	$\hat{O},$	$\hat{O},$	$\hat{O},$	$\hat{O},$
E,(n)	-	-	E,	-	-	E,	-	-	E,	-
I (II),	-	-	-	-	-	I,	-	-	-	-
A(y)	-	-	-	-	-	-	-	-	-	-

r' : t : s      d' : l : f      s : m : r      d : - : -

$\hat{O},$	$\hat{O},$	$\hat{O},$	$\hat{O},$	$\hat{O},$	$\hat{O},$	$\hat{O},$	$\hat{O},$	$\hat{O},$	$\hat{O},$	$\hat{O},$	-	-	-	-
E,	-	-	-	E,	-	-	-	E,	-	-	-	E,	-	-
I,	-	-	-	-	-	-	-	I,	-	-	-	-	-	-
A (y)	-	-	-	-	-	-	-	-	-	-	-	-	-	-

And any of the vowels given in Exercise (a) above.

3. TIME. (See Introd., par. 5). Sing, *individually* and by class, to time names, monotone, and simple tune, an exercise in two, three or four-pulse measure, containing pulse tones, continuations, half pulses, half-pulse tone and half-pulse continuation, whole-pulse silence, and three quarters and one quarter, four quarters of a pulse, and pulses divided into thirds, two-thirds, and one-third, and one-third continuation and two-thirds tone (Taa,—Aa, Taatai,—Aatai, Saa, Taafe, Tafatefe, Taataitee, Taa-aitee,—Aataitee.) See exercises for this grade in "School Song Book.")

4. TUNE. (See Introd., par. 4, and Introd., par. 8.) (a). Sing, *individually*, from pointing on the Modulator, manual signs, or from notes written on the blackboard, an exercise containing "fe" and "ta," and transitions of one remove by means of "bridge-notes."

Example:—Key Bb.

{ d s, l, f, s, r t, - d ta, l, t, d s, m - l t d' m l r s f - d m f l, r t, d

(b) Teach the class to pitch Key Bb from the C tuning fork (see Introd., par. 6b). Encourage the class to memorize the pitch of C. Show the tuning fork and ask how many can sing the tone before the fork is sounded.

(c) (See Introd., pars. 7 and 8.) Solfa, *individually*, not more than three times, and afterwards sing to "laa," a written or printed exercise containing "fe" and "ta," and transition by means of "bridge-notes," half-pulse tones, half-pulse continuation and half-pulse tone, and whole-pulse silences (Taatai, —Aatai, Saa), in two, three, or four-pulse measures. (See exercises for this grade in "School Song Book.") Divide the class, boys versus girls, or one section against another.

(d) (See Introd., par. 10.) Solfa an exercise in two parts containing "fe," "ta," and half-pulse tones. (See exercises for this grade in "School Song Book.")

5. **STAFF NOTATION.** (See Introd., par. 13.) (a) Solfa, *individually* and by class, from pointing on a blank staff, from notes written on the blackboard and from printed copies, an exercise containing the tones of the Tonic Chord in any position and the rest of the scale by step. The place of the Key tone to be given.

Divide the class, boys versus girls, or one section against another.

(b) Teach pulse tones and continuations in  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$  time. (See exercises in *Royal Music Reader*, pages 1 to 11, and pages 24 to 27; Exercises 1 to 18.)

**EAR TRAINING.** (See Introd., par. 9.)

(a) Teacher sings phrases of well known melodies, such as National Anthem, or the class Memory Song. Class sings the note names.

(b) Teacher sings to "loo," "laa," or numbers, a stepwise melody in phrases of four or five notes; class sings the note names.

Example:

d r m f—m r d t—d r m f s—l s f m—f s l t—d<sup>1</sup> t l t d<sup>1</sup>.

(c) To recognize and write the names of a stepwise phrase of four or more tones, commencing on any tone of the scale. The exercises may consist of fragments of school songs, or hymn tunes, sung by the teacher to words, "loo," "laa" or numbers, in different keys, or of the examples printed below.

Examples: (Do not sing more than two exercises in the same Key and have the class "laa" the chord before each exercise).

KEY A.	KEY E.	KEY B.	KEY D.	KEY F.	KEY C.
t d r m	s f s l	r d t d	d t l s f	s l s f m	s l d' r
t l t d	l s f m	d t l g	m f s l t	r m f s l	l t d' r d
d r m r	f s l t	l t d r	t l s f m	l s f m r	d t l t d
f m r m	s l s f	r m r d	t d' t l s	m f s l s	r' d' t l t
r d t l	r m f s	d r d t	f s l t d'	f s f m r	l s l t d
m f m r	s f m r	m r d r	s l t l s	m r m f s	t d' r d' t
l t d t	m f s l	s l t d	l t l s f	s f m f s	d' r d' t l

7. **SONGS.** (See Introd., pars. 10, 11 and 12.) Sing in correct tune and time, with clear pure tone, careful enunciation and suitable expression, not less than four songs. Two songs must be in two parts; the others may be solos with two part choruses. Teach "Empire Songster," page 43, from memory, and both verses of "God Save the King" and "O Canada."

Fourth Step Modulator required in this grade.

## FIFTH YEAR. SECOND HALF.

### Plan of Work.

September and February.

Voice. See pars. 1 and 2.

Time. Teach Quick six-pulse measure with "Taataitee" and "Taa-aitee," see par. 3.

Tune. Pitch Keys Ab, Bb, Eb, see par. 4, a, b, c. Divide the class. See Introd., pars. 2, 8b, 15.

Ear. See par. 6 a and b.

Songs. See par. 8. Teach "Memory Song."

## October or March.

Voice. See pars. 1 and 2.

Time. Teach "Aataitee". See par. 1.

Tune. See par. 4, a, b, c.

Staff Notation. Teach Tonic and Dominant Chords, see par. 5.

Ear. See par. 6.

Theory. See par. 7.

Songs. See par. 8.

## November or April.

Voice. See pars. 1 and 2.

Time. See par. 3.

Tune. See par. 4, a, b, c, and d.

Staff Notation. Teach Sub Dominant Chord, see par. 5.

Ear. See par. 6.

Theory. See par. 7.

Songs. See par. 8.

## December or May.

Voice. See pars. 1 and 2.

Review all work.

"The human vocal instrument is a delicate mechanism and will not admit of anything approaching strain. In the development of its muscles, tension, and rigidity must be avoided; flexibility must be the aim, not strength." Dr. Hulbert.

1. VOICE TRAINING. (See Introd. par. 1.) (a) See to the temperature of the room.

(b) *Position.* (See Introd., par. 3a.) Stand erect, heels together and knees almost touching, weight of body equally distributed upon each leg, but mainly upon the heels; trunk erect, the chest being the most prominent part. Hands lightly clasped behind the body, and finger tips interlocked so that no strain is felt.

(c) *Breathing exercises.* (See Introd., par. 3c.) Take a deep breath through the nose, throwing the chest well forward and flattening the abdomen. Direct the breath from the nose towards the hands at the back. Exhale by monotoning the numbers 1 to 10, at M; 80.

2. TONE. (See Introd., pars. 3, 3b, 3d, 3e.) Sing, from memory, with clear, pure tone, *well-opened* mouths and clearly enunciated vowels, the following exercises:—"Royal Music Reader," page 70, exercises 247 and 249.

Any of the exercises allotted to the lower grades may also be used if desired.

*b. TIME.* See *Introd.*, par. 5. *c. Sing, individually*, and by class exercises in *space*, six pulse-measures, *time* names, monotone and simple time, including the beat divided into two parts, and one third, and one third continuation, and two and third tones. Taataai and Aataai. See exercises for this grade in *School Song Book*.

*TEST.* *(a)* (See *Introd.*, par. 6b.) Teach the class to pitch Key Ab from the C tuning fork. Encourage the class to memorize the pitch of C. Show the tuning fork and ask how many can sing the tone before the fork is sounded.

*(b)* See *Introd.*, parts 6 and 7. Solfa, not more than three times, and afterwards sing "Taai," a written or printed exercise containing "fe," and "ta," and transition by means of "bridge-notes," half-pulse tones, half-pulse continuation and half-pulse tone, and whole-pulse silences. Taatai, Aatai, Saai, in two, three or four pulse-measures. See exercises for this grade in *School Song Book*. Divide the class, boys versus girls, or one section against another.

*(c)* Sing, *individually*, any of the exercises printed in V. I Sight Tests, *School Song Book*.

*(d)* See *Introd.*, par. 10. Solfa an exercise in two parts, containing "fe," "ta," half-pulse tone and half-pulse tone and half-pulse continuation. (See exercises for this grade in *School Song Book*.)

#### 5. STAFF NOTATION. See *Introd.*, par. 13.

*(a)* Standard Scale and Keys. Class to read from memory the Standard pitch name of any line or space on the treble staff and to read the name of any flat or sharp Key means of the last flat (fa) or the last sharp (ti). See "Royal Music Reader," page 15.

*(b)* Sight Tests. See *Introd.*, parts 6 and 7. Solfa a written or printed exercise containing the tones of the scale and "fe" in any order, and half-pulse tones (Taatai). See "Royal Music Reader," pages 18 to 20, and pages 27 to 29; Exercises 19 to 35. Divide the class, boys versus girls or one section against another.

*(c)* Two parts. (See *Introd.*, par. 10.) Solfa an exercise in two parts containing the tones of the scale in any order, and pulse tones and continuations. See "Royal Music Reader," page 56, Exercises 190 to 196.

#### 6. EAR TRAINING. (See *Introd.*, par. 9.)

*(a)* Teacher first sings the following exercises to "do," "ta," or numbers, while pointing on the Modulator, impressing the difference between a *step* and a *leap*. Class imitates from the teacher's pattern and pointing.

*(b)* Teacher signs phrases similar to (a) above, to numbers. The class to distinguish between which numbers the leap occurs.

*(c)* Teacher sings a melody in phrases of three, four or five tones; class to sing the note names. Examples:—

d m r — m s f — m d t d r — m s d — s d t — d s t d

7. To recognize and write names of a phrase of four or more tones, including one leap between tones. Tonic Chord only. The exercises may consist of the last four, or more, tones of fragments of school songs, or hymn tunes, sung by the teacher to words, or "laa," in different keys, or of the examples printed below.

Examples: (Sing no more than two exercises in the same Key, and have the class sing the Chord to "laa" before each exercise.)

KEY D.	KEY G.	KEY B.	KEY E.	KEY A.	KEY C.
s l s m	s f m s	d r d s	s m f m r	m d t, d r	d' m f s l
d t d s	s d r d	m r d m	m s l s f	d m r d t	s d t d r
d s f m	d s f m	d r m d	d s f m r	d t, l s d	m d r d t
s d r d	s m r d	s d r m	m r d s f	m s f m r	s l t d m
d d : m	m r m s	d r d m	s l s d t	s l t d s	m s t l s
s d t l	s m t s	m d r d	s m r m f	m d t, l s	s f d t
d m t s	m f m d	s t m d	m f s d r	s d r m f	d t l s

#### 7. THEORY. (See Introd., par. 14).

Specimen questions:—

- Write examples of any time divisions or time names used in this grade.
- How do we pitch the key of *E♭*?—of *A♭*?—of *B♭*?
- Translate from Tonic Solfa into the Staff Notation.

#### 8. SONGS. (See Introd., pars. 10, 11 and 12).

Sing in correct time and tune, with clear, pure tone, careful enunciation and suitable expression, not less than four songs in two part harmony. Teach "Empire Songster," page 3, from memory, and the whole of "God Save the King," and "O Canada."

"Green" Modulator required in this grade.

### ARITHMETIC.

Teachers should follow the instructions on the Course, as outlined in the Introduction of this Manual.

Canadian money, measures and multiples, common fractions.

"A few minutes each day in judiciously selected oral work will bring about a marked change. Mental Arithmetic, systematically taught from a rationally prepared text-book, is the life and soul of rational method. There is constant adaptation to the normal mental action of the child. During the lesson the teacher is in vital touch with the child's mind; sees the child's personal self-activity in the making of images and in controlling their movements. There is hence the least possible waste for both teacher and pupil \* \* \* Compared with written Arithmetic alone, Mental Arithmetic, if systematically taught, will produce at least twice the knowledge and twice the power in the given time."—McMurray.

### PHYSICAL TRAINING.

Teachers must follow the Course and the instructions concerning it as outlined in Introduction of this Manual.

**MANUAL TRAINING.**

The purpose of this Course is to train the faculties through the hand and the eye and to develop skill in the manipulation of tools and accuracy in interpreting and representing the properties of geometric figures.

The importance of skill and accuracy in this, as in all work, should be emphasized in teaching. It must not be forgotten, however, that excellence is qualitative.

**SKILL:**

Skill is the familiar knowledge of any art or science united with readiness and dexterity in execution or the application of the performance to practical purposes, power to discern and execute, ability to perceive and perform, expertness, aptitude, as the skill of a mathematician, physician, surgeon, mechanic, etc.

**CARDBOARD.**

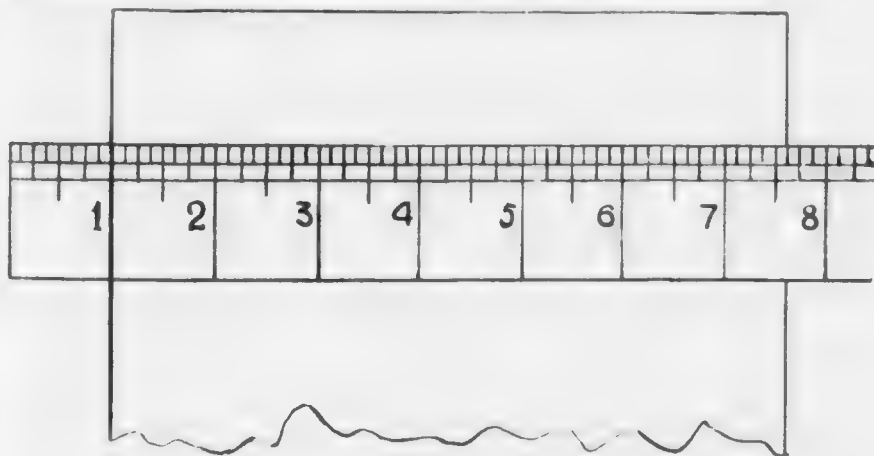
Before attempting to teach any class in Manual Training the teacher should be thoroughly acquainted with the construction of both drawing and model. This is necessary to a successful lesson.

**RULE:**

In the first problems, care must be taken that pupils learn how to find the inch and half-inch before beginning work.

It is a good plan to draw the rule on the blackboard—to a large scale—putting the inch mark in first, then adding the halves, quarters, eighths and sixteenths.

It is best to begin measuring from a clear mark a little distance from the end of the rule, as indicated in sketch.



As far as possible all measurements should be made in one direction without moving the rule, so as to avoid multiplying errors.

The four fingers of the left hand should be spread on centre of ruler and the thumb on the paper.

## THE PENCIL.

The pencil should be a hard one, H.H. It is essential that it should be kept well sharpened to a fine point. The pencil should be held in a nearly vertical position, leaning to the right, and forward.

## THE PAPER.

The paper should not be moved about when drawing. It should always be laid straight on the desk in front of the pupil.

## THE SCISSORS.

To have the cutting done accurately and easily insist on the scissors being held in the correct manner. Let the waste as far as possible be on the right hand side. Always cut right across the card.

## PUNCH.

The punch should be held with the hole on top of the cardboard so as to be able to see through it, the dot drawn on the cardboard, and intended for the hole.

## SCORING.



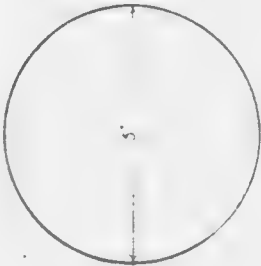
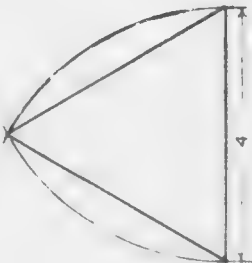
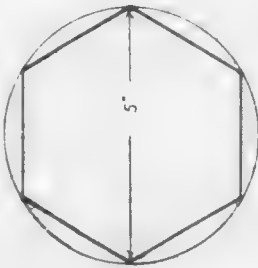
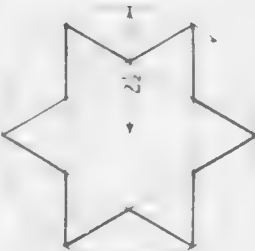
It is well always to bear in mind that the cardboard should be bent away from the scored line, not towards it, as this is a fault often committed.

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GENERAL METHOD OF DRAWING.

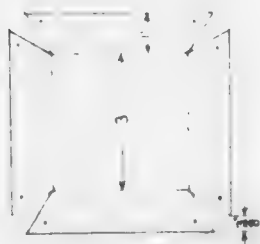
## SQUARE.

1. Draw first the base line.
  2. Draw the vertical lines, measure from the left along the base line and the top edge of the paper.
  3. Then measure up verticals the height of square and draw the top line.
-

<p>No 1</p> <p>SQUARE MAT</p>  <p>4"</p>	<p>No 2</p> <p>OBLONG MAT</p>  <p>5"</p> <p>2"</p>	<p>No 3</p> <p>CIRCULAR MAT</p>  <p>5"</p>
<p>No 4</p> <p>TRIANGULAR MAT</p>  <p>4</p> <p>4</p>	<p>No 5</p> <p>HEXAGONAL MAT</p>  <p>5"</p>	<p>No 6</p> <p>HEXAGONAL STAR</p>  <p>2 1/2"</p>

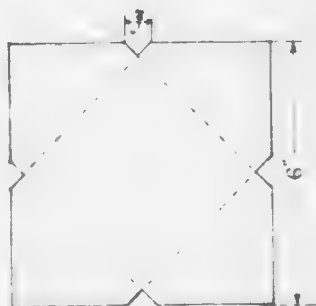
No. 9

SQUARE TRAY SHAPING



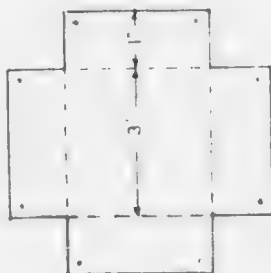
No. 8

SQUARE ENVELOPE



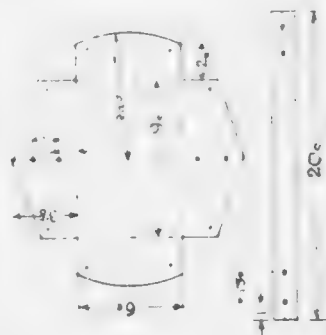
No. 7

SQUARE TRAY.



No. 12.

SMALL BASKET

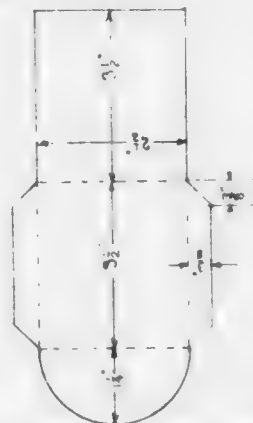


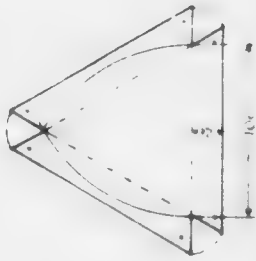
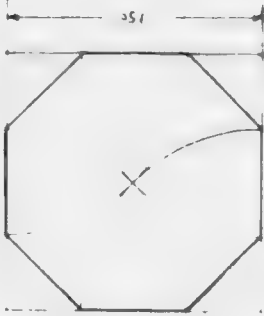
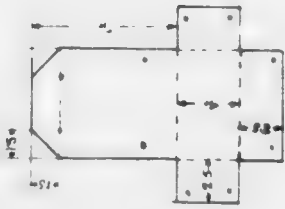
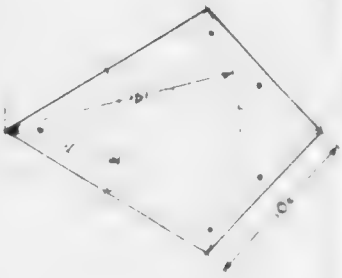
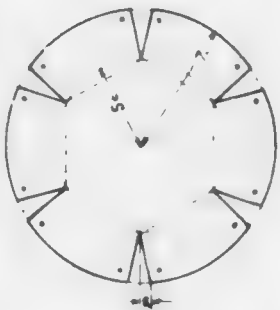
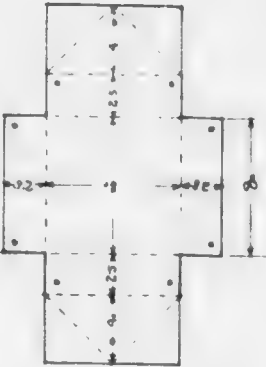
FOOLSCAP ENVELOPE.



No. 10

CASH BAG



<p>No. 13.</p> <p>TRIANGULAR TRAY.</p> 	<p>No. 14.</p> <p>OCTAGONAL MAT.</p> 	<p>No. 15.</p> <p>MATCH BOX</p> 	<p>No. 16.</p> <p>TIDY</p> 	<p>No. 17.</p> <p>HEXAGONAL TRAY.</p> 	<p>No. 18.</p> <p>CANDY BOX</p> 
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# SIXTH YEAR—FIRST HALF

SUBJECTS	TEXT BOOKS	LIMITS	Weekly Time	
			Hours	Min.
Opening Exercises, Morals, Scripture and Hygiene)	Course as outlined in Manual for Teachers and Gulick's Town and City.		1	40
Reading (Supplementary)	Royal Crown Reader, No. 5.	To the end of p. 107, and 4 verse selections at the end.		
Memory	Things New and Old, Book 5.	To the end of p. 107.	6	20
English	Citizen Reader.	As indicated in Manual for Teachers.		
Spelling	Selections indicated in Manual for Teachers.			
Writing	Renouf's Easy Exercises for Sixth Year.			
Arithmetic	Alexander's Speller (Can. Ed.).	As indicated in Manual for Teachers.	1	40
	Royal Crown Reader No. 5.	Prose selections to the end of p. 107.	1	30
	Phillips' Semi-Upright.	Book No. 8.		
	Graded Arithmetic, Book Two.	To end of Chap. XXVI. Vulgar and Decimal fractions. Measure of Time. Mental and Rapid Work. Review.	4	00
French	Oral Lessons, Pt. IV. (1919 Edition).	Chaps. XVII. and XVIII.	2	40
Drawing and Colour	Prang's Parallel Course, Bk. 5.	As indicated in the Manual for Teachers.	1	30
Geography	New Elementary Geography. Revised Edition, 1915.	Ontario, Maritime and Prairie Provinces and Northern Territory. Outline Maps, Nos. 2, 3, 5 and 6.	1	30
Manual Training		Woodwork for Boys.	1	30
		Cookery and Sewing for Girls.		
Music	Royal Music Reader. School Song Book. Empire Songster.	As indicated in Manual for Teachers.	1	00
Physical Training		Two-minute Exercises. Gymnasium Work.		
Recesses				
Closing Exercises				
Fire Drill		Art. XLIII. of the Regulations of the Board.		
			25	00

Home work not to exceed one hour daily.

## SIXTH YEAR—SECOND HALF.

SUBJECTS	TEXT BOOKS	LIMITS	Weekly Time	
			Hours	Min
Opening Exercises, Morals, Scripture and Hygiene.}	Course outlined in Manual for Teachers and Gulick's Town and City	.....	1	40
Reading. ....	Royal Crown Reader, No. 5. ....	.....		
(Supplementary) ....	Things New and Old, Book 5. ....	.....		
Memory. ....	Junior History of Canada. ....	.....		
.....	Citizen Reader. ....	.....		
.....	Selections indicated in Manual for Teachers. ....	.....	6	20
English. ....	Renouf's Easy Exercises for Sixth Year. ....	.....		
Spelling. ....	Alexander's Speller (Can. Ed.) ....	.....	1	40
Writing. ....	Royal Crown Reader, No. 5. ....	.....		
Arithmetic. ....	Phillips' Semi Upright. ....	.....	1	30
.....	Graded Arithmetic, Book Two. ....	.....	4	00
French. ....	(Oral Lessons, Pt. IV. (Old Edition, Sept. to Feb.).	.....		
.....	(Oral Lessons, Part IV. (1919 Edition, Feb. to June)	.....	2	40
Drawing and Colour. ....	Prang's Parallel Course, Bk. 5. ....	.....	1	30
Geography. ....	New Elementary Geography. Revised Edition, 1915. ....	.....		
Manual Training. ....	.....	.....	1	30
Music. ....	Royal Music Reader, School Song Book. Empire Songster. ....	.....	1	30
Physical Training. ....	.....	.....		
Recesses. ....	.....	.....		
Closing Exercises. ....	.....	.....		
Fire Drill. ....	.....	.....		
.....	Art. XLIII. of the Regulations of the Board	.....	25	00

Home work not to exceed one hour daily.

## SCRIPTURE.

- (a) NEW TESTAMENT:—*Life and Works of Christ.*  
 (b) MEMORIZED MATTER:—First Half, *Matt. vi., 19-34; Books of New Testament in order, Matthew to Thessalonians.* Second Half, *Psalm i., Matt. VII., 1-5; 7-14; Books of New Testament in order.*

## FIRST HALF YEAR—

- Birth and Childhood of John the Baptist. St. Luke i., 57-80.  
 Birth and Presentation of Jesus. Testimony and Predictions of Simeon and Anna. St. Luke ii., 1-38.  
 Visit of the Wise men from the East. Jesus' flight to and return from Egypt. St. Matt. ii., 1-23.  
 Jesus in the midst of the Doctors, and at Nazareth. St. Luke ii., 40-52.  
 John the Baptist's Public Ministry. St. Matt. iii., 1-6; St. Mark i., 1-8.  
 Baptism and Temptation of Jesus. St. Matt. iii., 13-17; St. Matt. iv., 1-11; St. Luke iv., 1-13.  
 Witness of John the Baptist to Jesus. St. John i., 19-51.  
 Miracle of Turning Water into Wine at Galilee. St. John ii., 1-12.  
 Jesus' First Passover, and His interview with Nicodemus. St. John ii., 13-25, and iii., 1-13.  
 Conversation of Jesus with the Woman of Samaria. St. John iv., 1-30.  
 Calling of Peter, Andrew and the sons of Zebedee. St. Matt. iv., 18-22; St. Mark i., 16-20.  
 Healing of Simon's wife's mother, and others, at Capernaum. St. Luke iv., 31-41.  
 Sermon on the Mount. Matt. V. 1-26; 33-48; VI; VII, 1-14.  
 The Impotent Man at Bethesda. St. John v., 1-16.  
 Jesus heals a man with a withered hand on the Sabbath. St. Luke vi., 6-11.  
 A Centurion's servant healed at Capernaum. St. Matt. viii., 5-13; St. Luke vii., 1-10.  
 Raising of a Widow's son at Nain. St. Luke vii., 11-16.  
 The great invitation, "Come unto Me." St. Matt. xi., 28-30.  
 A woman anoints Jesus' feet. St. Luke vii., 36-50.  
 Parables of the Sower, the Grain of Mustard Seed. St. Matt. xiii., 1-8; 18-23; 31-32.  
 Jesus calms a storm. St. Mark iv., 35-41.  
 The raising of Jairus' daughter, healing of a woman with issue. St. Mark v., 22-43.  
 Jesus sends out twelve apostles. St. Luke ix., 1-6.  
 Jesus walking on the sea and trial of Peter's faith. St. Matt. xiv., 22-36.

## SECOND HALF YEAR.

- Jesus heals the daughter of a Syrophenician woman. St. Matt. xv., 21-28.
- Miracle of feeding five thousand in the desert. St. John VI., 1-14.
- The Transfiguration of Jesus, His teaching concerning Elias, and a demoniac healed. St. Matt. xvii., 1-21; St. Mark ix., 2-29; St. Luke ix., 28-42.
- Jesus pays Tribute Money. St. Matt. xvii., 22-27.
- The man born blind restored to sight. John IX., 1-38.
- Jesus proclaims Himself the Good Shepherd. St. John x., 1-18.
- Sickness, death and resurrection of Lazarus. St. John xi.
- Parable of the Good Samaritan, and Mary's choice of the Good Part. St. Luke x., 25-42.
- Parable of the Rich Man, his ground bringing forth plentifully. St. Luke xii., 16-21.
- Parables of the Lost Sheep, the Prodigal Son, Dives and Lazarus. St. Luke xv., 1-7; 11-32; xvi. 19-31.
- Jesus heals ten lepers. St. Luke xvii., 11-19.
- The Pharisee and Publican praying in the Temple. Little Children and the Rich Young Ruler. St. Luke xviii., 9-27.
- Blind Bartimæus healed, and Zacchæus brought to Jesus. St. Mark x. 46-52; St. Luke xix., 1-10.
- Jesus anointed by Mary of Bethany, St. Mark xiv., 1-9, and His triumphant entry into Jerusalem. St. Luke xix., 29-44.
- The widow and her two mites. St. Mark xii., 38-45.
- Parables of the Ten Virgins and the Talents. St. Matt. xxv., 1-30.
- Preparations for eating the Passover, and Jesus washing the disciples' feet. St. Mark xiv., 12-21; St. John xiii., 1-10.
- Institution of the Lord's Supper, the departure of Judas Iscariot, and Peter's warning. St. Luke xxii., 19-38.
- Jesus' agony and betrayal in Gethsemane. St. Matt. xxvi., 36-56.
- Jesus' Trial before the Sanhedrim, Peter's Denial, and Judas' Repentance, St. Matt. xxvi., 57 to xxvii., 10.
- Jesus' Trial before Pontius Pilate, St. Matt. xxvii., 11-14.
- Jesus sent to Herod and afterwards condemned by Pilate. St. Luke xxiii. 6-25.
- Jesus crowned, mocked and crucified. St. Matt. xxvii., 27-50; St. Mark xv., 16-37; St. Luke xxiii., 26-46; St. John xix., 16-30.
- Jesus buried and the sepulchre guarded. St. Matt. xxvii., 51-66; St. John xix., 31-42.

The glorious resurrection of Jesus. St. Matt. xxviii., 1-8; St. Mark xvi. 1-11; St. Luke xxiv., 1-12; St. John xx., 1-18.

Five of Jesus' appearances to His Disciples. St. Matt. xxviii., 9-10; St. Mark xvi., 12-14; St. Luke xxiv., 13-53; St. John xx., 19-29.

Three more of Jesus' appearances to Disciples and Brethren. St. Matt., xxviii., 16-20; St. John xxi., 1-24.

The glorious ascension of Jesus. St. Mark xvi., 15-20; St. Luke xxiv. 44-53.

### HYGIENE.

#### Gulick's Town and City.

FIRST HALF YEAR.—To the end of Chapter XVII.

SECOND HALF YEAR.—Chapter XVIII. to end of book.

### READING.

#### FIRST HALF YEAR.

(a) Royal Crown Reader, No. 5 to page 107 with the first four selections of verse at the end of the book.

(b) Special Study—Ulrica I. and II.

(c) Supplementary Reading—"Things New and Old," Book V. to page 138; Citizen Reader, Chapter I., "Good Citizen"; Chapter V., "Laws, How carried Out"; Chapter VIII., "Authority of Law."

#### SECOND HALF YEAR.

(a) Royal Crown Reader, No. 5. Finish with last five selections of verse at the end of the book.

(b) Special Study—"Queen Elizabeth's Reign."

(c) Supplementary Reading:—

1. Things New and Old, Book V. Finish, omitting verse selections.

2. Citizen Reader, Chapter IX., "Navy and Army"; Chapter XIX., "Thrift"; Chapter XX., "Freedom."

3. Hendrie's Junior History of Canada, to the end of page 166.

### ENGLISH.

#### FIRST HALF YEAR.

I. Renouf's Easy Exercises in English for Sixth Year.

(a) Exercises, 1-24 inclusive, page 23.

(b) Capital Letters and Marks of Punctuation with Exercises on pp. 34, 35 and 36.

(c) Letters; pages 40, 41.

(d) Compositions; pages 37, 38, 39, 40. The Paragraph, pages 41 and 42, and The Flags and The White Stone Canoe.

- II. (a) Review of Fifth Year as outlined.  
 (b) Nouns and pronouns, ability to distinguish nominative and possessive case and the objective case after the transitive verb.  
 (c) Adjectives, regular comparison.  
 (d) Adverbs, as in V-2.  
 (e) Verbs, transitive and intransitive.
- III. Selections for Special Study and Memorization:—  
 (a) *The Brook*, by Tennyson.  
 (b) *The Light of Other Days*, by Moore.

#### SECOND HALF YEAR.

- I. Renouf's Easy Exercises in English for Sixth Year.  
 (a) Exercises, 25 to the end.  
 (b) Capital Letters and Marks of Punctuation with Exercises on pp. 34, 35, 36.  
 (c) Letters, pages 40, 41, 42.  
 (d) Compositions, pages 37 to the end.
- II. (a) Review of Noun, Adjective, Adverb and Personal Pronoun, as in Fifth Year and in VI-1.  
 (b) Verb, review of transitive and intransitive.  
 (c) Adverbs, kinds and regular comparison.
- III. Selections for Special Study and Memorization:—  
 (a) *The Destruction of Sennacherib*, by Byron.  
 (b) *The Cloud*, by Shelley.

*Tests.*—Two test papers in English, valued at 50 marks each, are given in this Grade during each Half Year, one in October or March, the other in December or May. Paper No. 1 is based on the work in Easy Exercises, and the grammatical work outlined under paragraph II. Paper No. 2 is based on the work indicated for Special Study and Memorization. Letter-Writing and Composition may be given in either paper.

#### COMPOSITIONS.

In composition the form rather than the subject matter should engage the teacher's attention in correcting. Form includes the sequence and coherence of the sentences, grammar, spelling, and the proper use of capitals and punctuation. In correcting, pupils need be called upon to re-write only those sentences which are faulty. As regards subject matter a good reproduction will omit no important point contained in the original, but will not use the words of the original. Compositions at times may be put into the form of descriptive letters.

During the month of December, pupils of Sixth and Seventh Year classes will be required to write a composition on the subject of Temperance, and, another during the month of May, on the subject of Patriotism.

## WRITING.

## SIXTH YEAR.

I. COPY BOOKS. The copy-book prescribed for the grade should be used daily, and care should be taken to apportion the work in it so that it will be continuous throughout the half-year. Each headline should be practised several times on foolscap paper, and emphasis should be laid on correctness in the form of the letters. Pupils must not be allowed to undo in this work what they gain in position and freedom of the hand in the Movement Exercises.

All written class exercises must be done in the pupil's best writing. There is not one standard of writing for the copy-book and another for an exercise in dictation. If teachers accept only the best efforts of the pupils, they will get no other.

All of the pupil's written work must show the upright style of writing.

II. MOVEMENT EXERCISES.—The first five minutes of each writing lesson should be given to practice of the Movement Exercises to secure correct position of the body, arm, hand and fingers, and freedom of movement in writing. When the pupils are able to maintain a correct position of body, and do the movement without a pen or pencil in the hand, allow them to do the movements with an unsharpened pencil, then with a sharpened pencil, and afterwards with a pen. The actual marks on the paper are not of first importance in the beginning, and it is found that the making of the movement figures (writing the Exercises) on paper distracts the attention of the pupil from correctness of position and freedom of movement. In these exercises, the actual making of marks on the paper should be regarded as an incident to correct position and movement and these should be secured first. It will be sufficient if the daily time is given and the first five exercises are practised.

## ARITHMETIC.

Teachers must read and follow carefully the instructions on the Course as outlined in the Introduction.

"Accuracy in language and in the written expressions of mathematical operations should be strictly attended to in intermediate grades. As Professor David Eugene Smith says: 'It is the loose manner of writing out solutions, tolerated by many teachers, that gives rise to half the errors in reasoning which vitiate pupils' work.' The looseness and carelessness of many pupils and teachers in oral explanations and in written work are distressing."

"Arithmetic is one of the best studies we have to illustrate the complete inductive-deductive thought movement."

"There is, however, a temptation to help children too much, to work out too many problems, to respond to a child's every importunity for help; and some of them are willing to be helped all the time. But self-help, after all, is the main thing, and helping children too much (a very common fault) weakens and destroys this."—McMurray.

## GEOGRAPHY.

vpi

### GEOGRAPHY.

#### FIRST HALF YEAR.

New Elementary Geography: (Edition, 1915.)

- (a) Province of Ontario—pp. 62 to 66. (Outline map, No. 5.)
- (b) Maritime Provinces—pp. 48 to 54. (Outline map, No. 3.)
- (c) Prairie Region—pp. 67 to 71. (Outline map, No. 6.)
- (d) Northern Territories, p. 74. (Outline map, No. 2.)

Pupils must be able to draw from memory outline maps of the Dominion, the Maritime Provinces, Ontario and the Northern Territories with divisions, and to locate on them the principal places as given in the text-book, and to tell approximately where each is situated. About one-third of the marks will be assigned for this part of the work. Outline maps will be provided on application for class use and use in tests. In tests pupils will not be asked to fill in outline maps that they themselves have drawn.

#### SECOND HALF YEAR.

New Elementary Geography (Edition, 1915.)

- (a) British Columbia, pp. 71 to 73. (Outline map No. 2.)
- (b) Newfoundland, p. 75 and 76. (Outline map No. 15.)
- (c) United States, pp. 78 to 85, inclusive. (Outline map No. 7.)
- (d) British West Indies, pp. 88 to 90. (Outline map No. 1.)

Pupils must be able to draw from memory outline maps of the Dominion, the Maritime Provinces, Quebec, Ontario and the Northern Territories with divisions, and to locate on them the principal places as given in the text-book, and to tell approximately where each is situated. About one-third of the marks will be assigned for this part of the work. Outline maps will be provided on application for class use and use in tests. In tests pupils will not be asked to fill in outline maps that they themselves have drawn. The remainder of the marks will be assigned on the subject matter of the text-book. In treating this part of the subject from the text-book teachers are advised to dwell upon the principal features, omitting less important details, such as small places, figures and statistics.

### DRAWING AND COLOUR.

#### SIXTH YEAR—FIRST HALF.

#### SIXTH YEAR—SECOND HALF.

*Teachers must give careful attention to the instructions on the Course as outlined in the Introduction to this Manual.)*

#### MATERIALS:—

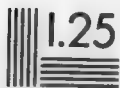
##### (a) FOR TEACHER'S USE.

Prang's Drawing Book, No. 5. Parallel Course.  
Large sheets of Manilla Drawing paper 24" x 36".  
Large Demonstration Brush. Thumb tacks.  
Tube of White paint.



# MICROCOPY RESOLUTION TEST CHART

ANSI and ISO TEST CHART No. 2



APPLIED IMAGE Inc.

Reeves' Primary Colour Box, No. 50, containing Gamboge, Crimson Lake, Cobalt Blue, and Ivory Black.

Reeves' Siberian Brush, No. 7. Waterjug or teapot, rulers, scissors, compasses, pan for water.

Model—Cylinder.

(b) FOR PUPIL'S USE.

Prang's Drawing Book, No. 7. Parallel Course.

High School S. 980 Lead Pencil.

Scissors, Rulers, Manilla Drawing paper 9" x 12",  $\frac{1}{4}$ " squared paper.

Reeves' Primary Colour Box, No. 50, containing Gamboge, Crimson Lake, Cobalt Blue, and Ivory Black.

Reeves' Siberian Brush, No. 7.

Pan for water, board and clamp, blotting paper, and a paint cloth.

*Time VI-1.* One and one-half hours each week, apportioned as follows:—

*1st Week.*—One half-hour lesson in drawing and one hour lesson in colour.

*2nd Week.*—One half-hour lesson in colour and two half-hour lessons in drawing, alternating in this way during the session.

If desired, teachers may omit the half-hour lesson in colour one week and combine it with the other half-hour lesson—making it three one hour lessons in colour in four weeks.

*Time VI-2.* Same as above.

VI-1. Pages 4, 5, 7, 8, 10 and 14, of the Book.

VI-2. Pages 3, 9, 10, 13 16 18 and 20, of the Book.

#### SIXTH YEAR—FIRST HALF.

##### SEPTEMBER (7 LESSONS)—5 HOURS.

COLOUR, 3 Lessons.—Page 4.

(a) Selection and preparation of specimens—Brushwork drawings—reviewing brush stroke and line—position of brush for each, etc.

(b) Brushing in grasses and leaves—aim to obtain true colour.

(c) Brushing in sprays or leaves in colour—aiming to obtain true colour.

Use small piece of paper to test colour.

DRAWING, 4 Lessons.—Page 4.

(a) Pencil rendering—Accenting.

(b) Drawing from grasses and leaves. Each pupil should have one specimen.

(c) Drawing from grasses and leaves in different positions placed on desks—blocking in lightly first—encourage quick sketching. See that leaves turn.

(d) Finish up month's work. Select and mount best sketches.

##### OCTOBER (9 LESSONS)—6 HOURS.

COLOUR, 3 Lessons.—Page 5. Group of two.

(a) Review wash of colour when objects are rounding—Either from centre out or from top down. Must work quickly—Try to put in depth as you come to it.

Any vegetables from nature. Beet. Parsnip. Corn.

(b) Vegetables in different positions, brushing in, in colour—nor more than two vegetables should be attempted in one lesson—two attempts of each group.

DRAWING, 2 LESSONS.—Page 5.

- (a) Decide upon size on paper—Placing and spacing. Group of two.
- (b) Block in lightly.
- (c) Correct, then strengthen.
- (d) Bring out characteristics.

Drawings need not be from the same vegetables as coloured, but it is advisable in elementary work to brush in first, then draw.

DRAWING, 2 LESSONS.—Page 7. Copy any animal.

COLOUR, 1 LESSON.—Brush in any animal.

#### NOVEMBER (9 LESSONS)—6 HOURS.

DRAWING, 6 LESSONS.—Page 8.

- (a) Circle, Ellipse, Foreshortening.  
Face view, Edge view, Axis and Centre.

(b) Concentric circles, always construct diameters first—Position of arm in measuring.

For this lesson have the children cut out circles of paper—put pencils through the centre and using them for models, move up and down the pencil—Draw.

To show concentric circles cut smaller ones and place on top of others on the pencil.

(c) Teach—eye level—above eye level—below eye level—Ellipse from circle.

- (d) Draw from objects placed around the room, applying the above.

Chinese Lanterns. A tumbler half-filled with water. A mug or hat. Keep best work as a drawing.

COLOUR, 3 LESSONS.

(a) Use drawings from above lessons. Make outlines very faint and fill in with tints of colours. Brush in lanterns or hats.

Select and mount best sketches.

#### DECEMBER (7 LESSONS)—5 HOURS.

DRAWING, 2 LESSONS.—Page 14.

Envelope satchel suitable for Christmas work or suitable for clippings.

DRAWING, 2 LESSONS.—Place cards.

COLOUR, 2 LESSONS.—Place cards.

COLOUR, 1 LESSON.—Picture Study.

Finishing up work.

#### JANUARY (9 LESSONS)—6 HOURS.

DRAWING, 3 LESSONS.—Draw wall of room showing window. Design paper for wall, also curtains.

COLOUR, 2 LESSONS.—Colour the above in tones of any one colour, or a colour and its complementary—all colouring to be tints.

DRAWING, 1 LESSON.—Prepare paper for Spectrum.

COLOUR, 2 LESSONS.—Spectrum showing Standard colours and Standard colours grayed.

## SIXTH YEAR—SECOND HALF.

## FEBRUARY (9 LESSONS)—6 HOURS.

DRAWING, 4 Lessons.—Page 12.  $\frac{1}{4}$ -inch paper is supplied. See other books.  
Line letters, large and small.

COLOUR, 2 Lessons.—Page 12. Strong black paint.

DRAWING, 2 Lessons.—Page 20.

COLOUR, 1 Lesson.—Page 20.

Teachers to use their own judgment in regard to above division of time.

## MARCH (9 LESSONS)—6 HOURS.

COLOUR, 2 Lessons.—Page 10—Upper half—Imaginative work—Drawing may be done at home. Encourage original work. Illustrate a verse. Background first.

DRAWING, 4 Lessons.—Page 9.

(a) Objects with handles. Cut handles from paper, and holding them in different positions have class draw them.

(b) Review circle—ellipse.

(c) Draw from objects.

(d) Draw from objects.

Keep best sketch as a drawing.

COLOUR, 1 Lesson.—Copy birds.

DRAWING, 2 Lessons.—Tiles, 6" x 6", to be coloured later. Use squared paper.

## APRIL (9 LESSONS)—6 HOURS.

COLOUR, 2 Lessons.—Page 16.

Sketch from branches placed around the room. Artificial fruits may be used with leaves, etc.

COLOUR, 1 Lesson.—Page 3.

Daffodil, 2 positions. Review method.

DRAWING, 2 Lessons.—Page 16.

Outline sketches of sprays in the room.

DRAWING, 1 Lesson.

Arrange sketch or shape within a boundary. Outline each part with brush and black paint, or pen and ink (see coloured work at end of Drawing Book.) also Manual Arts, Book 7, page 4.

COLOUR, 1 Lesson—Repeat above, using 3 tones of a secondary colour, grayed.

## MAY (9 LESSONS)—6 HOURS.

DRAWING, 2 Lessons.—Page 18.

Sketch flowers from nature in as many positions as time will allow. Keep all sketches.

DRAWING, 2 Lessons.

Make as many units of design as possible from the above. Read carefully page 18. See also Book IV, page 14.

DRAWING, 2 Lessons.—On 1 inch squared paper, put your best units of design ( $\frac{1}{2}$  sheet.)

COLOUR, 3 Lessons.

Select one unit of design.

COLOUR, 1 Lesson—Optional—Select and mount best specimens.

JUNE (7 LESSONS)—5 HOURS.

COLOUR, 2 Lessons.—See page 3. Sketch 1. Any flower in season.

The above work in design may be continued if desired.

COLOUR, 1 Lesson.—Colour tiles prepared in March. Three tones of black or 3 tones of any one colour grayed.

COLOUR, 2 Lessons.—Scenes. Decorative treatment.

All work to be finished up and mounted. Books ready to take home.

Pupils of this year should be familiar with the following:—(See Second, Third, Fourth and Fifth Years). Blocking in, accenting; fine, strong, broad, stroke, line, circle, ellipse, foreshortening, axis, circumference, radius, diameter, diagonal, face view, front view, placing and spacing, measuring, proportion, spectrum, spectrum grayed, what happens if grayed too much; primary colours, secondary colours, complementary colours.

## FRENCH.

Teachers must read and follow carefully the instructions on the Course as outlined in the Introduction to this Manual.

## MUSIC

## SIXTH YEAR, FIRST HALF.

## Plan of Work.

## September and February.

Voice. See pars. 1 and 2.

Tune. Review work of V-2. (See par. 4 of that Grade), and teach the "Minor Mode," par. 3a. Divide the class. See Introd., pars. 2, 8b, 15.

Staff notation. Review V-2, par. 5, and teach "fe" and "ta," par. 4a.

Ear. See par. 5a.

Songs. See par. 7. Teach "Memory Song."

## October or March.

Voice. See pars. 1 and 2.

Tune. See par. 3a, c, and d. Teach the Standard Scale on the Staff.

Staff notation. Teach "Taatai," par. 4a, c and d.

Ear. See par. 5.

Theory. See par. 6.

Songs. See par. 7.

## November or April.

Staff notation. Teach Standard Scale and Keys, par. 4, a, b, c, and d.

Ear. See par. 5.

Theory. See par. 6.

Songs. See par. 7.

## December or May.

Voice. See pars. 1 and 2.

Review all work.

To be successful in getting sweetness and good tone from children, teachers will need to watch them very closely while singing, listening carefully to every tone sung, *insisting* on a proper position of the body, having the mouth *well-opened*, singing with sufficient breath, good pronunciation of vowels and throwing the voice well forward *in the mouth*." Evans.

1. VOICE TRAINING. (See Introd., par. 1.) (a) See to the temperature of the room.

(b) *Position*. (See Introd., par. 3a.) Stand erect, heels together and knees almost touching, weight of body equally distributed upon each leg, but mainly upon the heels; trunk erect, the chest being the most prominent part. Hands lightly clasped behind the body, and fingers interlocked so that no strain is felt.

(c) *Breathing exercise*. (See Introd., par. 3c.) Take a deep breath through the nose, throwing the chest well forward, and flattening the abdomen. Direct the breath from the nose towards the hands at the back. Exhale by monotoning the numbers 1 to 10, at M. 80.

2. TONE. (See Introd., pars. 3, 3b, 3d, 3e.) Sing, from memory, with clear, pure tone, *well-opened* mouths and clearly enunciated vowels, the following exercises: "Royal Music Reader," page 71, Exercise 251, and page 70, exercise 249.

3. TUNE. (See Introd., par. 8.)

(a) (See Introd., par. 6.) Teach the class to pitch the Key of Db from the C tuning fork. Encourage the class to memorize the pitch of C. Show the tuning fork and ask how many can sing the tone before the fork is sounded.

(b) Sing from pointing on the Modulator, or from notes written on the blackboard, an exercise containing transitions of one remove in both Major and Minor modes, including "se" and "ba."

Example:—Key Db.

{ m l s r f d m - <sup>h</sup>t, d r s m - d - l, se, l, d t, l, m. - }

{ ba, se, l, d r t, m - <sup>m</sup>t d' s ta l m f - fe s l d r - d - }

(c) (See Introd., pars 4 and 8.) Solfa, *individually* and by class, not more than three times, and afterwards sing to "laa," a written or printed exercise containing transitions of one remove, Minor Mode, and any of the time divisions previously taught, in two, three, four, or quick six-pulse measure. (See exercises for this grade in "School Song Book.") Divide the class, boys versus girls, or one section against another.

(d) (See Introd., par. 10.) Solfa an exercise in two parts containing "fe" and "ta" in quick six-pulse measure. (See exercises for this grade in "School Song Book.")

4. STAFF NOTATION. (See Introd., par. 13.)

(a) Solfa a written or printed exercise containing the tones of the scale and "fe" in any order, "ta" by step, half-pulse tones and whole-pulse silences, and half-pulse continuation and half-pulse tones. (Taatai, Saa, -aatai.) (See "Royal Music Reader," pages 18 and 20, and pages 30 to 33; Exercises 36 to 57.) Divide the class, boys versus girls, or one section against another.

(b) Solfa, *individually*, from the Staff Notation, any of the exercises allotted to Fifth Year, Second Half, par, 5(b).

(c) Two parts. (See Introd., par. 10.) Solfa an exercise in two parts containing the tones of the scale in any order and pulse tones and continuations. (See "Royal Music Reader," page 58; Exercises 197 to 199.)

5. EAR TRAINING. (See Introd., pars. 7 and 8.)

(a) Teacher first sings one of the following exercises to "laa" while pointing on the modulator, impressing the difference between a *step* and a *leap*. Class imitates from the teacher's pattern and pointing.

(b) Teacher sings a melody in phrases of four or five tones, to "loo," "laa," or numbers. Class to sing the note names.

Example:

m f s m — s l t s — l t d' r' s — l s f l — s f m — f m r d m.

c) To recognize the names of a phrase of four or more tones, including one leap between the two last tones of the phrase. The exercises may consist of fragments of school songs, or hymn tunes, sung by the teacher to words, "loo," "laa," or numbers, in different keys, or of the examples printed below.

Examples:—(Do not sing more than two exercises without changing the Key, and have the class sing the chord to "laa" before each exercise).

KEY F.	KEY D.	KEY G.	KEY E.	KEY A.	KEY C.
d r m s	d' t d' s	m f m d	m f s l f	d r m f d	d' t l s m
m f s d	s l s d'	d t d s	s l t d' s	m f m r t	s l s f l
s l s m	l t d' m	f m f d	l s f m s	s f s l d	m f s l d'
l s f d	d' t l d'	m r d f	f m r d l	m r d r s	r' d' t d s
f m f l	m f s d'	f m r s	r m f s m	d t l s d	d' r' d' t r
r m f r	d' r' d' m	s f m d	l t l s d	s f m r f	l t d' r' t
s l s d	m r d d'	m f s m	m r d t s	l t l s m	f s l s d

#### 6. THEORY. (See Introd., par. 14.)

Specimen questions:

- How do we pitch the key of Eb?—Ab?—Bb?—Db?
- What is the Major mode?—The Minor mode?
- Write the letters of the Standard Scale on the Staff, in correct position.
- Translate a phrase from the Tonic Solfa notation into the Staff Notation, writing correct Time Signature.
- Write with correct Time Signatures, the Staff Notation of the following time form, using a *Crochet* to a pulse: Taa Taatai Taatai Taa-aa-aa Taa-aa Taatai Taatai Taa-aa.

7. SONGS. (See Introd., pars. 10, 11, 12.) Sing in correct tune and time, with clear, pure tone, careful enunciation and suitable expression, not less than four songs in two-part harmony, two to be taught from the Staff Notation.

Teach "Empire Songster", page 2, from memory, and all verses of "God Save the King," and "O Canada."

"Green" Modulator required in this grade.

#### SIXTH YEAR, SECOND HALF.

##### Plan of Work.

September or February.

Voice. See pars. 1 and 2.

Tune. Teach the Chromatic Scales, see par. 3a. Divide the Class. See Introd., pars. 2, 8b, 15.

Staff Notation. Teach "Tafatefe," see par. 4, a, b, and c.

Ear. See par. 5.

Songs. See par. 7. Teach "Memory Song."

## October or March.

Voice. See pars. 1 and 2.

Tune. See par. 3 a, and b.

Staff Notation. Teach "Taafé," see par. 4, a, b, c and d.

Ear. See par. 5.

Theory. See par. 6.

Songs. See par. 7.

## November or April.

Voice. See pars. 1 and 2.

Tune. Pitch Keys Gb, Db, Ab, Eb, see par. 3, a and b.

Staff Notation. See par. 4, a, b, c, d and e.

Ear. See par. 5.

Theory. See par. 6.

Songs. See par. 7.

## December or May.

Voice. See pars. 1 and 2.

Review all work.

"Expression is a matter of the very greatest importance. Children should be encouraged to put themselves into their music; for if they sing what they feel, those who listen will feel what they sing." Bates.

1. VOICE TRAINING. (See Introd., par. 1.) (a) See to the temperature of the room.

(b) *Position.* (See Introd., par. 3a.) Stand erect, heels together and knees almost touching, weight of body equally distributed upon each leg, but mainly upon the heels; trunk erect, the chest being the most prominent part. *The shoulders must not be raised.*

(c) *Breathing exercises.* (See Introd., par. 3c.) Inhale while slowly raising hands level with the shoulders, palms downward. Exhale by monotoning 1 to 10 (M. 80) while lowering hands to sides.

2. TONE. (See Introd., par. 3, 3b, 3d, 3e.)

Sing from memory, with clear, pure tone, *well-opened mouths* and clearly enunciated vowels.

"Royal Music Reader," page 71, exercises 251, 253, 254.

## 3. TUNE. (See Introd., par. 8)

(a) (See Introd., par. 6.) Teach the class to pitch Key Gb from the C tuning fork. Encourage the class to memorize the pitch of C1. Show the tuning fork and ask how many can sing the tone before the fork is sounded.

(b) Solfa, and afterwards sing to "laa," from pointing on the Modulator, or from notes written on the blackboard, the tones of the sharp and flat Chromatic scales, and transition in both Major and Minor modes.

Example:—Key Eb.

$$\left\{ \begin{array}{l} \text{m r e m f — m r d e r d — s f e s l — s d' t l e t — — } \text{Bb.t} \\ \text{m f m} \end{array} \right\}$$

$$\left\{ \begin{array}{l} \text{r — t l d t l l se — — l d m m base, l — f. l m f m } \text{Eb.l} \text{ r d r m a r d } \end{array} \right\}$$

$$\left\{ \begin{array}{l} \text{t l — — l t a t, d r d s l l a s — — d r a r m — r d — —} \end{array} \right\}$$

## 4. STAFF NOTATION. (See Introd., par. 13.)

*Sight Reading.* (a) (See Introd., pars. 6 and 7.) Solfa, and afterwards sing to "laa," a written or printed exercise containing the tones of the scale, and "fe" and "ta" in any order, and the pulse divided into four equal parts (Tafatefe), three-quarter and quarter pulse (Taafe), two-quarters and half pulse (Tafatai), half pulse and two quarters (Taatefe) and thirds (Taataitee). (See Royal Music Reader, pages 16, 17, 21 and 33 to 37, exercises 58 to 83.)

(b) Solfa, *individually*, from the Staff Notation, any of the exercises allotted to Sixth Year, First Half, par. 4a.

(c) *Two Parts.* (See Introd., par. 10.) Solfa an exercise in two parts containing the tones of the scale in any order, "fe" and "ta," half-pulse tones, and half-pulse continuation and half-pulse tone (Taatai,—Aatai), using a crochet (quarter note) to the pulse. (See "Royal Music Reader," page 58; Exercises 197 to 203).

## 5. EAR TRAINING. (See Introd., par. 9.)

(a) Teacher sings phrases to numbers. Class to tell between which numbers the leap occurs.

(c) Teacher sings melody to "loo," "laa," or numbers. Class to sing the note names.

Example.

m f m d—s l s m—l s t d r—m s f m t s m r t d r m d.

To recognize and write in the staff notation the names of a phrase of four or more tones, including one leap. The exercises may consist of fragments of school songs, or hymn tunes, sung by the teacher to words, "loo," "laa," or numbers, in different keys, or of the examples printed below.

Have the class sing the Tonic Chord to "laa" before each exercise and do not sing more than two exercises in the same key.

KEY A.      KEY C.      KEY F.      KEY Bb.      KEY Eb.      KEY G.

m d r m	d' s f m	d r m s	t r d t d	f m r d s	s f m r l s
d r t d	m d t l	s m r d	l s f d t	m f l s f	d f m f s l
m f r d	d' m f s	s l s d	s l t d m	l t d' m r	r t d r m f
r m d r	s t l s	m f l s	m d t d r	m r d f m	n l s f m r
t d f m	d' t r' d'	s r m f	l t d r s	t d f m r	t d r s f m
d f m r	d' m r m	m r f m	d r m d t	s l s d t	f m r d m r

6. THEORY. (See Introd., par. 14.)

Specimen questions:—

- What does the upper figure in a time signature mean? the lower figure? (See "Royal Music Reader," page 13.)
- Translate from Solfa into Staff Notation.
- Write time from time names.
- Give the Standard pitch name of any line or space in the treble stave.

7. SONGS. (See Introd., pars. 10, 11 and 12.) Sing in correct tune and time, with clear, pure voice, careful enunciation, and suitable expression, not less than four songs in two-part harmony.

Teach Empire Songster, page 8, from memory, and all verses of "God Save the King," and "O Canada."

"Green" Modulator required for this grade.

## MANUAL TRAINING.

## "Woodwork."

## SIXTH YEAR, FIRST HALF.

MODELS.	WOOD.	DRAWINGS.
1. Planing Exercise.		Plans and Elevations of these Models.
2. Plant Label.	Pine.	
3. Pencil Sharpener.		
4. Round Ruler.		

## THEORY:

Names of drawing instruments used.

Names of tools and processes involved with the correct method of using the same.

## SIXTH YEAR, SECOND HALF.

MODELS.	WOOD.	DRAWINGS.
1. Flower-pot Cross.	Pine or Bass.	Plans and Elevations of these Models, introducing End Elevations where possible.
2. Key Rack.	Chestnut.	
3. Small Bracket.	Butternut.	
4. Paper Knife.	Birch or Maple.	

## THEORY:

Saws,—Rip and Cross Cut, and how to distinguish them.

Names of other tools introduced this term.

Knowledge of the four woods used.

## SEWING (Girls.)

## MATERIALS REQUIRED FOR HAND MADE SAMPLER.

- 1 piece of cotton 8 x 3 inches
- 1 piece " " 8 x 7 " "
- 2 pieces " " 3 x 3 " " patches
- 1 piece " " 5 x 2 " " band
- 2 pieces of tape, 5 ins. each.
- 1 hook and eye.

## INSTRUCTIONS FOR WORKING SAMPLER.

I. Over-cast one side of each of the two pieces (8 x 3 in.), and turn  $\frac{1}{4}$  inch fold on each of these edges. Baste these edges together for over-sewing. Sew from right to left, holding needle straight across cloth.

II. Join a third strip to one of these piece, making a hemmed-down or felled seam, letting the third piece come  $\frac{1}{4}$  inch below edge of the other. Baste evenly and stitch on the outside. Open cloth and fold edge of seam down. Baste in place and hem, sewing from right to left, running needle up on the bias into edge of hem. Stitches should slant on both sides.

III. Join a fourth strip to the third with a French seam, sewing goods together, right side of the cloth up, with three running stitches, and a back stitch, then turn, and after basting, stitch seam. Make a half inch hem across the end (the 8 in. side of 4th piece.)

IV. Make a  $\frac{1}{2}$  in. hem across one 8 in. side of 5th piece (8 x 7). Crease across centre to divide the piece into two oblongs 6 x 4 in. and put two patches one in the centre of each of these oblongs.

1st patch.—Find centre of oblong by creasing diameters. Cut out a small hole. Measure  $\frac{1}{4}$  in. each way from hole, and cut out square. Measure  $\frac{1}{4}$  in. more, cut corners diagonally and fold back. Crease patch (3 x 3 in.) to find centre, place and patch with threads of cloth running the same way, and baste in place. Turn over, and turn  $\frac{1}{4}$  in. hem on edge of patch. Baste in place, and hem the patch on both sides.

2nd patch.—Find centre and measure  $\frac{1}{4}$  in. from it each way. Cut out measure  $\frac{1}{4}$  in. more and prepare as for patch No. 1. Lay patch under prepared place and baste. Turn piece over, remove one basting at a time, folding edges together, and over-sew. Open seams; cut at corners and turn so that edges are even. Over-cast edges.

V. Over-sew the pieces No. 4 and No. 5 together. Gather 5th piece across end,  $\frac{1}{4}$  in. from edge. Pull up gathers, fasten the thread over pin and stroke gathers with needle.

VI. To place band (5 x 2 in.)—Pin middle of gathered piece to middle of band, placing two right sides together. Pin gathered piece  $\frac{1}{4}$  in. from ends of band, and baste distributing gathers evenly. Stitch, holding gathers toward sewer, making a back stitch over each gather. Take out basting, turn band up, turn in edges, and baste in place. Over-sew edges and hem across band.

VII. Sew two tapes (5 in. each) on band, and sew hook and eye on ends of tape.

Trim the side of Sampler and over-cast. Make a  $\frac{1}{4}$ -in. hem on top end.

#### MATERIALS REQUIRED FOR MACHINE-MADE SAMPLER.

3 pieces cotton, 8 x 3 inches.

1 piece " 8 x 7 "

1 " " 5 x 2 " (band)

1 " " 10 x 5 " (large ruffle)

1 " " 10 x 2 " (small " )

1 small button.

I. Run several rows of stitching on first piece. Put 1st and 2nd pieces together with a felled seam along the 8 in. side, and 2nd and 3rd pieces together with a French seam. Make  $\frac{1}{2}$  in. hem on the 8 in. side of 3rd piece and also on 8 in. side of 4th piece. Put 3rd and 4th pieces together by over-sewing these hems. Make a  $\frac{1}{4}$  in. hem on both sides of Sampler. Place the band on end of 4th piece. (See band in Hand Sampler.)

II. Make small ruffle (10 x 2), hemming both ends and one side with  $\frac{1}{4}$  in. hem. Gather across top,  $\frac{1}{4}$  in. from edge. Place across top of Sampler (1st piece), with two right sides together. Place a bias piece ( $\frac{3}{4}$  in. wide) against gathers and baste all three together. Stitch, turn ruffle up and make a hem of bias piece, finishing it  $\frac{1}{2}$  in. wide.

III. Make button-hole in band. Cut  $\frac{1}{4}$  in. from end and the desired length (measure with button). Bar by running thread from one end to the other on each side of cut, twice passing the bar thread through the cloth at each end of cut, then over-cast, taking in barred thread. Begin to over-cast at the lower left hand end. Work from left to right from the same point. Put needle through cloth and bring thread from the eye of the needle around point of needle from right to left. Pull needle through, bringing stitch up straight. Make stitches near together continuously until the starting point is reached. Make a straight bar across end and make four or five buttonhole stitches on bar.

IV. Sew on button, using double thread and putting knot on right side of cloth under button. Run needle up through cloth and one hole of button and back through another hole, placing a pin across the button under the thread. Sew over the pin several times. Bring needle up under button, remove pin and twist thread around button three or four times. Run needle through to the wrong side of cloth and fasten off thread with a back-stitch.

Before making a button-hole on Sampler, make a band for practice, showing different steps taken, also make loops and eyelet holes.

## USE OF THE SEWING MACHINE.

Teachers are requested to observe the following method of introducing the use of the machine in the Sixth and Seventh Years, as it is necessary that the girls should have some opportunities for practice with the machine before beginning to sew with it. So far as possible every girl should use the machine for a few minutes at each sewing lesson.

1. Remove the needle and raise the foot, then allow each girl to practise the use of the treadle in running the machine for a few minutes each lesson until the operation becomes somewhat automatic. The pupil should sit squarely in front, place one or both feet, as she may prefer, on the treadle, sit nearly erect (not stooping unnecessarily over the machine) and learn to start the wheel in the right direction with the right hand and to stop it with the same hand.

2. When the girls are able to run the machine as required in No. 1, without giving particular attention to the required motion of the foot or feet, the needle may be put in but *not* threaded and the pupils given practice in running a piece of plain cloth through. They must be taught to lower the foot carefully on to the cloth, as the spring in the foot is easily broken; to start and stop the machine with the right hand, leaving the left free to guide the cloth. This should be practised until they are able to start in the right direction, stop as required, lower and raise foot, put in cloth, run straight seams as desired, and to take the cloth out always towards the back of the machine.

3. Thread the needle, sew straight seams on any piece of plain cloth, starting and stopping machine with the right hand, guiding cloth with left, taking the cloth out at the back and cutting the threads without unthreading the needle.

4. Thread the machine. Pupils should not be permitted to adjust the tension. When the tension has been properly adjusted, it should not be altered.

5. Thread the shuttle. Take shuttle out of machine, take bobbin out of shuttle, place it in filler, fill bobbin, replace it in shuttle, thread shuttle and replace it in machine.

6. The use of the attachments for the machine should not be attempted in Sixth Year Grade.

7. The machine, when not in use, should be kept away from the chalk of the blackboard, and covered, if possible, with some dust-proof material, the cover down, and it and the drawers locked.

8. The machine should be oiled lightly, cleaned of lint and surplus oil at least once a fortnight, or weekly when used by several classes. Each teacher of Sewing must regard the care of the machine as a part of her duty, and each school must make such arrangements as will insure a fair distribution of this work amongst these teachers.

## COURSE IN SEWING.

## SIXTH YEAR—FIRST HALF

## I. HAND SAMPLER:

*(Units of work).*

1. Oversewn Seam with edges overcast.
2. Felled Seam.
3. French Seam.
4. Half-inch Hem.

## II. MACHINE SAMPLER:

1. Three Rows of Stitching.
2. Felled Seam.
3. French Seam.

## III. SUPPLEMENTARY WORK:

## SEWING BAG.

MATERIAL.—Special No. 10 Cotton and  $\frac{1}{2}$  yard of Tape (stay binding).

DIMENSIONS.—Cut two pieces 9 inches by 14 inches.

Finished Bag to be 8 inches by 10 inches.

1st seam on side—Oversewn and overcast.

2nd seam on side—Felled.

Bottom seam—French seamed.

Top—Hemmed—Hem when finished to be  $1\frac{1}{2}$  inches wide with two rows of stitching  $\frac{1}{2}$  inch apart to run tape through. On outside of casing rip seam and buttonhole round.

## SIXTH YEAR—SECOND HALF

## I. HAND SAMPLER:

1. Quarter-inch Hem on end of Sampler.
2. Hemmed-down Patch.
3. Over-sewn Patch.
4. Two half-inch Hems oversewn together.
5. Gathering and putting on band.
6. Putting on two tapes and one hook and eye.

## II. MACHINE SAMPLER:

1. Two half-inch hems oversewn together.
2. Quarter-inch hems on sides.
3. Gathering and putting on band.
4. Small ruffle with bias hem.

## III. SUPPLEMENTARY WORK:

## GUEST TOWEL.

MATERIAL.—Linen Towelling, 22 inches wide.

DIMENSIONS.—Cut strips 13 inches wide across the cloth, using width of cloth for length of towel.

Turn  $\frac{1}{4}$  inch hem on 4 sides.

## TEA NAPKIN.

MATERIAL.—Linen, 36 inches wide.

CUTTING DIMENSIONS.—12 by 12 inches. (Nine squares can be cut from the yard.)

Turn  $\frac{1}{4}$  inch hem on four sides. Fold hem back and oversew, making a French hem.

## GENERAL INSTRUCTIONS TO TEACHERS

I. When a new piece of work is taken up with the class, general instructions in regard to it should be given by the teacher to the pupils collectively, and this general instruction should be followed by individual instruction for those who require it. The teacher should not take time from the class to teach individual pupils how to do new work.

II. Pupils who have completed the work prescribed for each lesson to the satisfaction of their teachers may be allowed to do the supplementary work suggested, but *no marks* can be allowed for this work.

## SUPPLEMENTARY WORK.

I. In order to keep the pupils of the class together, teachers are requested to introduce the supplementary work for those entitled to it early in the Half Year, even as soon as the first unit of work is completed in the class, and not to leave the beginning of it until certain of the girls have finished all the work of the ordinary course. The introduction of this supplementary work is intended to be of assistance to the teacher of the subject in enabling her to keep the girls of her class together in their work, and it is hoped that it will be regarded in the nature of a reward to the more proficient girls of the class. Girls must be able to do the work of the ordinary class to the satisfaction of the teacher before taking up the supplementary work and they should require very little assistance with it, as the work on the special articles is a repetition of that already taken.

II. Directions are given for the making of an article for each Half Year. The articles when finished become the property of the makers.

**COOKERY OUTFIT.**

Girls of the Sixth and Seventh Years of the Public Schools are required upon entering the Cookery classes to provide themselves with a white cotton apron with a bib; half-sleeves of the same material fastened on with a tape or an elastic band; a tam o'shanter cap of cotton cloth; and a white cotton pot holder on a tape with the opposite end fastened to the band of the apron. The tape should be of sufficient length to permit the holder to be held at arm's length.

The complete outfit can be made from two yards of white cotton. The cap can be made of a piece of cloth eighteen inches in diameter, gathered into a band twenty inches long and one and a half inches wide when finished.

Each girl should have a plain cotton bag with a draw string and her name plainly marked on it, to keep the articles of her outfit in.

Exercise books with hard covers will be found more convenient and useful for teachers and pupils.

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**PHYSICAL TRAINING.**

Teachers should follow the Course and the instructions concerning it as outlined in the Introduction of this Manual.

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# SEVENTH YEAR—FIRST HALF.

SUBJECTS	TEXT BOOKS	LIMITS	WEEKLY TIME.	
			Hours	Min.
Opening Exercises, Morals, Scripture and Hygiene Reading. (Supplementary)	Course in Manual and Gulick's The Body at Work.	To the end of page 117.	2	10
Memory.	Royal Crown Reader, No. 6.	To the end of page 133.	5	55
English.	Things New and Old, Book 6.	As indicated in Manual for Teachers.		
Spelling.	Citizen Reader.		1	20
Writing.	Selections indicated in Manual for Teachers.			
Accounts.	Renouf's Easy Exercises for Seventh Year.	As indicated in the Manual for Teachers.	2	20
Arithmetic.	Alexander's Speller, Canadian Ed.	To the end of page 72.		
French.	Royal Crown Reader, No. 6.	Prose selections to the end of page 117.	3	30
Drawing and Colour.	Philips' Semi-Upright.	Book No. 10.		
Geography.	Course outlined in Manual for Teachers.		2	20
Canadian History.	Graded Arithmetic, Book Two.	To end of page 97.	3	30
Manual Training.	Oral Lessons, Part V. (1919 Edition).	Sections 1 to 7 inclusive.	2	30
Music.	Prang's Parallel Course, Bk. 6.	As indicated in Manual for Teachers.	1	00
Physical Training.	New Elementary Geography. Revised Edition, 1915.	Pages 107-112 and 119-132. Outline Map No. 10.	1	30
Recesses.	Junior History of Canada.	To the end of page 166.	1	20
Closing Exercises.	Royal Music Reader, School Song Book. Empire Songster.	Woodwork for Boys.	2	00
Fire Drill.		Cookery and Sewing for Girls.	1	00
		As indicated in Manual for Teachers.		
		Two-minute Exercises. Gymnasium Work.	..	50
			..	50
		Art. XLIII. of the Regulations of the Board.	..	15
			26	

Home work not to exceed one hour and a half daily.

# SEVENTH YEAR—SECOND HALF.

SUBJECTS	TEXT BOOKS	LIMITS	WEEKLY TIME	
			Hours	Mins.
Opening Exercises, Morals, Scripture and Hygiene Reading (Supplementary).....	Course in Manual and Gulick's The Body at Work.....	.....	2	10
Memory.....	Royal Crown Reader, No. 6.....	Finish.....		
English.....	Things New and Old, Book 6.....	Finish.....		
Spelling.....	Citizen Reader.....	As indicated in Manual for Teachers	5	55
Writing.....	Selections indicated in Manual for Teachers.....			
Accounts.....	Teachers.....			
Arithmetic.....	Renouf's Easy Exercises for Seventh Year.....	As indicated in the Manual for Teachers.		
French.....	Alexander's Speller, Can. Ed.....	To the end of page 88.....	1	20
	Royal Crown Reader, No 6.....	Prose selections to the end.....		
Drawing and Colour Geography.....	Philips' Semi-Upright.....			
Canadian History.....	Course outlined in Manual for Teachers.....	Book No. 10A.....	2	20
Manual Training.....	Graded Arith., Book Two.....	Chap. LXVII.....		
Music.....	Graded Arithmetic, Book Two.....	To the end of Chap. LXVI. with Rapid and Mental Work	3	30
Physical Training.....	Oral Lessons, Pt. V. (Sept. to Feb., Old Edition).....	Finish, (pp. 29-44 inclusive), Review (pp. 5-20) Sections 8 to 14 inclusive.....	2	30
Recesses.....	Oral Lessons, Part V. (Feb. to June, 1919 Edition).....	As outlined in Manual for Teachers.....	1	00
Closing Exercises.....	Prang's Parallel Course, Bk. 6.....	The British Empire. Outline Maps.....	1	30
Fire Drill.....	New Elementary Geography. Revised Edition, 1915.....	To the end.....	1	20
	Junior History of Canada.....	Woodwork for Boys.....	2	00
	Royal Music Reader. School Song Book. Empire Songster.....	Cookery and Sewing for Girls.....		
		As indicated in the Manual for Teachers.....	1	00
		Two-minute Exercises. Gymnasium Work.....		
		Art. XLIII. of the Regulations of the Board.....		
			26	15

Home work not to exceed one hour and a half daily.

SCRIPTURE.

Acts of the Apostles.

FIRST HALF YEAR.

- Ascension and last words of Jesus, i., 1-11.
- Waiting at Jerusalem, i., 12-26.
- The descent of the Spirit and its results, ii., 1-47.
- Healing of cripple and sermon by Peter and John, iii., 1-26.
- Arrest and trial of Peter and John, iv., 1-2.
- New descent of the Holy Spirit, iv., 23-31.
- The life of the Church, iv., 32-v., 11.
- Work and persecution of the apostles, v., 12-42.
- Appointment of the Seven, vi., 1-6.
- Work and martyrdom of Stephen, vi., 7-viii., 60.
- Persecution and scattering of the Church, viii., 1-4.
- Work at Samaria, viii., 5-25.
- Philip and the Eunuch, viii., 26-40.
- Conversion of Saul, ix., 1-30.
- Tour of Peter in Southern Palestine, ix., 31-43.
- Peter's Mission to Cornelius, x., 1-48.
- Discussion about Gentiles, xi., 1-18.
- Work in Phœnicia and Antioch, xi., 19-30.
- Persecution under Herod, xii., 1-23.

SECOND HALF YEAR.

WORK OF PAUL AND HIS COMPANIONS.

- Call to missionary service, xii., 24-xiii., 3.
- The first missionary journey, xiii., 4-xiv., 28.
- The Council at Jerusalem, xv., 1-35.
- The second missionary journey, xv., 36-xviii., 22.
- The third missionary journey, xviii., 23-xxi., 16.
- Paul in Jerusalem, xxi., 17-xxiii., 35.
- Paul at Cæsarea, xxiii., 34-xxvi., 32.
- Paul on his way to Rome, xxvii., 1-xxviii., 31.

## READING.

## FIRST HALF YEAR.

(a) Royal Crown Reader No. 6, to page 117 with "L'Allegro" and "Wolsey on his Fall."

(b) Special Study.—"The Heroine of Castle Dangerous:"

(c) Supplementary Reading.—"*Things New and Old*," Book 6 to p. 133. Citizen Reader, Chapter III., "*How a country is governed*;" Chapter IV., "*King, Lords and Commons*;" Chapter VI., "*Our Little Parliaments*"; Chapter XI., "*Auxiliaries*."

## SECOND HALF YEAR.

(a) Royal Crown Reader, No. 6. Finish.

(b) Special Study.—Gray's "Elegy."

(c) Supplementary Reading.—Finish History Reader (prose), Citizen Reader, Chapter XIV., "*Taxation*;" Chapter XV., "*Duty towards Foreign Countries*;" Chapter XXII., "*Watchwords*."

## ENGLISH.

## FIRST HALF YEAR.

## I. Renouf's Easy Exercises in English for Seventh Year.

(a) Exercises to the end of Section 18, page 29.

(b) Capital Letters and Marks of Punctuation, pp. 49 and 50

(c) Composition, pp. 50 and 51. The Paragraph, pp. 51, 52 and 53. The Heroine of Castle Dangerous. The Story of Daniel, and The Capture of Quebec, pp. 57-62.

(d) Letters, pp. 53, 54, and 55.

## II. (a) Review of noun and personal pronoun, as in Fifth and Sixth Years.

(b) Adjective, review of Fifth and Sixth Years. Irregular comparison.

(c) Verb, review of transitive and intransitive. Active and passive voice.

(d) Adverb, review and irregular comparison.

## III. Selections for Special Study and Memorization —

(a) Mark Antony's Speech. Stanzas 1, 2, 3, 9, 10 and 11 are to be memorized.

## SECOND HALF YEAR.

## I. Renouf's Easy Exercises in English for Seventh Year.

(a) Exercises. From Section 19, page 29 to the end.

(b) Capital Letters and Marks of Punctuation, pp. 49 and 50.

(c) Composition, pp. 50-53. The Story of Iphigenia, How Horatius kept the Bridge, and Columbus.

(d) Letters, pp. 53-57.

II. (a) Review of noun and personal pronoun as in Fifth and Sixth Years and VII-1.

- (b) Complete cases of nouns and personal pronouns.
- (c) Definition of gender, number and case.
- (d) Ability to recognize prepositions and conjunctions in a sentence.

III. Selections for Special Study and Memorization:

(a) Gray's Elegy; Stanzas 22 to the end are for reading only. Stanzas 1-6, 8, 9, 10, 12, 14 and 19 are to be memorized.

*Tests.*—Two test papers in English, valued at 50 marks each, are given in this Grade during each Half Year, one in October or March, the other in December or May. Paper No. 1, is based on the work in Easy Exercises, and the grammatical work outlined under paragraph II. Paper No. 2 is based on the work indicated for Special Study and Memorization. Letter-Writing and Composition may be given in either paper.

In composition the form rather than the subject matter should engage the teacher's attention in correcting. Form includes the sequence and coherence of the sentences, grammar, spelling, and the proper use of capitals and punctuation. In correcting, pupils need be called upon to re-write only those sentences which are faulty. As regards subject matter a good reproduction will omit no important point contained in the original, but will not use the words of the original. Compositions at times may be put into the form of descriptive letters.

During the month of December, pupils of Sixth and Seventh Year classes will be required to write a composition on the subject of Temperance, and another during the month of May, on the subject of Patriotism.

## WRITING.

### SEVENTH YEAR.

I. *COPY-BOOKS.*—The copy-book prescribed for the Grade should be used daily, and care should be taken to apportion the work in it so that it will be continuous throughout the half-year. Each headline should be practised several times on foolscap paper, and emphasis should be laid on correctness in the form of the letters. Pupils must not be allowed to undo in this work what they gain in position and freedom of the hand in the Movement Exercises.

All written class exercises must be done in the pupil's best writing. There is not one standard of writing for the copy-book and another for an exercise in dictation. If teachers accept only the best efforts of the pupils, they will get no other.

All of the pupil's written work must show the upright style of writing.

II. *MOVEMENT EXERCISES.*—The first five minutes of each writing lesson should be given to practice of the Movement Exercises to secure correct position of the body, arm, hand and fingers, and freedom of movement in writing. When the pupils are able to maintain a correct position of body, and do the movement without a pen or pencil in the hand, allow them to do the movements with an unsharpened pencil, then with a sharpened pencil, and afterwards with a pen.

The actual marks on the paper are not of first importance in the beginning, and it is found that the making of the movement figures (writing the Exercises) on paper distracts the attention of the pupil from correctness of position and free-

dum of movement. In these exercises, the actual making of marks on the paper should be regarded as an incident to correct position and movement and these should be secured first. It will be sufficient if the daily time is given and the first seven exercises are practised.

### ACCOUNTS.

1. The first 49 pages of 'Public School Bookkeeping and Business Forms,' including receipts, form of bill p. 4, statements of accounts p. 6, promissory notes p. 9, cheques p. 48 with cash account, letters, telegrams, abbreviations, and definitions, but omitting the following, viz.: Sections 7, 8, 9, 17, 20, 22, 24, 25, receipt No. 5 on p. 3, sections 31, 32, 33, last paragraph p. 4, whole of p. 5, form No. 2 p. 6, whole of p. 7, sections 41, 42, 44, 45, 46, 47, 49, 50, 68, 69, whole of p. 12, sections 73-87 inclusive, examples 8, 9, and 10 of p. 14, whole section on Drafts, sections 121 and 122.

Bank discount, Chapter LXVII., Graded Arithmetic, Book Two, is taught as part of the course in Accounts.

2. Definitions of receipt, promissory note, cheque, bill, statement of account.
3. An account book specially ruled is provided and recommended for use, but some instruction in ruling should be given.

4. There will be one examination at the end of the year's work in January or June, when ruled paper similar to that in the book will be provided on application.

5. *a* All promissory notes should specify the place where payable, usually some bank.

*b* Teach three kinds of receipts:

1) Receipt in full for the complete discharge of an account. (2) Receipt, on account of partial payment, and (3) Special Receipt, in which is mentioned the precise object for which it is given.

Use the form given on p. 2, as a pattern for all, teaching pupils to decide for themselves when it should read "in full" "on account," or for some special purpose, and how to sign as principal or as clerk.

6. The exercises in the book should be considered as examples for practice upon the prescribed topics.

It is immaterial whether the teacher uses these or others of her own. They are not to be taken as additions to the course, and consequently such as cover omitted topics are themselves to be omitted.

### GEOGRAPHY.

#### FIRST HALF YEAR.

New Elementary Geography, pp. 107-112 and pp. 119-132. (Outline map, No. 10.)

#### SECOND HALF YEAR.

The British Empire, including the British Isles, pp. 103-109 (Revised edition, 1915, pp. 115-119), and the different Colonies and Possessions enumerated and taken up in the text-book, whether previously studied or not. (See Outline maps, Nos. 2, 8, 9, 10, 11, 12, 13, 14 and 15).

Marks will be distributed as in the two previous years and pupils will be expected to draw outline maps of Canada, Europe, British Isles and Australia.

## DRAWING AND COLOUR.

## SEVENTH YEAR—FIRST HALF.

## SEVENTH YEAR—SECOND HALF.

*(Teachers must give careful attention to the instructions on the Course as outlined in the Introduction to this Manual.)*

## MATERIALS.

## a) FOR TEACHER'S USE.

Prang's Drawing Book, No. 6. Parallel Course.

Large sheets of Manilla Drawing paper 24" x 36".

Large Demonstration Brush. Thumb tack.

Tube of White Paint.

Reeves' Primary Colour Box, No. 50, containing Gamboge, Crimson Lake, Cobalt Blue, and Ivory Black.

Reeves' Siberian Brush No. 7. Water jug or teapot, rulers, scissors, pan for water.

Models. Cube and Square Prism, or Square box and Oblong box.

## b) FOR PUPIL'S USE.

Prang's Drawing Book, No. 6. Parallel Course.

High School S. 980 Lead Pencil. Scissors, Rulers.

Manilla Drawing paper, 9" x 12." 4" squared paper.

Reeves' Primary Colour Box, No. 50, containing Gamboge, Crimson Lake, Cobalt Blue, and Ivory Black.

Reeves' Siberian Brush, No. 7.

Pan for water. Board and clamp, blotting paper, and a paint cloth.

**Time VII-1.** One hour each week, apportioned as follows:—

**1st Week.**—Two half-hour lessons in drawing.

**2nd Week.**—One hour lesson in colour or vice versa, alternating in this way, during the session.

**Time VII-2.** Same as above.

VII-1. Pages (2), 3, 4, 6, 8, 9, 11, 18.

VII-2. Pages 5, 7, 11, 12, 14, 16, 20.

## SEVENTH YEAR—FIRST HALF.

## SEPTEMBER (5 LESSONS)—3 HOURS.

**DRAWING, 2 Lessons.**—Page 3 or 4. Flowers, grasses, or sprays of leaves.

**COLOUR, 1 Lesson.**—Page 3 or 4. Goldenrod—Paint on moist paper for soft effect.

## OCTOBER (6 LESSONS)—4 HOURS.

**DRAWING—4 Lessons.**—Page 3 or 4. Do not copy. Use page as a guide.

(a) Sketch individual leaves in many positions.

(b) Spray of leaves or grasses. (Leaves to be turned.)

(c) Select specimen. Draw with light lines, blocking in first—then accent, etc.

**COLOUR—1 Lesson.**—Flowers, fruits or vegetables.

COLOUR, 2 Lessons.—Page 2.

Alphabet—Line letters; see other books.

NOVEMBER (6 LESSONS)—4 HOURS.

DRAWING, 3 Lessons.—Page 6.

Familiar objects.

DRAWING, 1 Lesson. —Illustrate a verse or story.

COLOUR, 2 Lessons. —Colour the above. Background first.

DECEMBER (5 LESSONS)—3 HOURS.

DRAWING AND COLOUR.—Time to be devoted to making something suitable for Christmas.

JANUARY (6 LESSONS)—4 HOURS.

DRAWING, 2 Lessons.—Page 8.—Lower half—Do not copy—Grouping. Introduce by using paper objects. Three models for a group.

DRAWING, 2 Lessons.—Page 9. Any rounding object with handles.

Review foreshortening of circle.

Have groups on several desks.

COLOUR, 1 Lesson.—Page 9.

Work may be lightly sketched in first. Study carefully the method of painting basket on page 9. Avoid shadow.

DRAWING, 2 Lessons.—Picture Study.

N. B.—Page 11 is optional to either half and may be substituted for any other page. See that all best sketches are mounted as you proceed with work—Other sketches to be kept in envelope for future use. Woodboard is supplied for this work.

SEVENTH YEAR—SECOND HALF.

FEBRUARY (6 LESSONS)—4 HOURS.

DRAWING, 2 Lessons.—Page 7.

Design table-runner.

COLOUR, 1 Lesson.

Colour above design, using one colour—two or three tones.

DRAWING, 2 Lessons.—Design a book cover. Keep to bands and lines.

COLOUR, 1 Lesson.—Colour the above. Reverse time if desirable. Sometimes the drawing may be done at home.

## MARCH (6 LESSONS)—4 HOURS.

DRAWING, 4 Lessons.—Page 12.—See other drawing books.

- (a) Parallel Perspective—Eye level—Above eye level—Below eye level.
- (b) Front view—Edge view—Vanishing point. Effect of distance.
- (c) Apparent width—The apparent width of any square or oblong from front to back decreases as it approaches the eye level.
- (d) The farther of two equal parallels appears shorter than the nearer.
- (e) Parallel lines receding from the eye appear to converge.
- (f) All lines above eye level slant down. All lines below eye level slant up to the eye level.
- (g) Vertical lines never change—always vertical.

Make a sketch to show effect of distance—as an avenue of trees—a railway track—telegraph poles, etc. Make a sketch of a strawberry box, if possible. Sketch boxes with lids and without lids. Sketch books in different positions.

COLOUR is omitted in this month's work.

## APRIL (6 LESSONS)—4 HOURS.

DRAWING, 2 Lessons.—Page 20.

See other books. Design mat or section of rug,  $\frac{1}{4}$ " squared paper is supplied for this, or make place cards and menus.

COLOUR, 2 Lessons.

Colour the above. If 2 papers, one in colour and one in tones of black.

DRAWING, 2 Lessons.—Page 16. Design poster—size 10" x 15" or 12" x 18".

## MAY (5 LESSONS)—4 HOURS.

COLOUR, 2 Lessons.—Page 16.

Colour—Keep to poster effects. Lettering must be added.

DRAWING, 3 Lessons.—Page 5.

Copy. Observe carefully pencil stroke used.

Try to obtain copies of other trees (C. Woodbury, Earl A. Warner and Olive Wills.)

## JUNE (6 LESSONS)—4 HOURS.

DRAWING, 2 Lessons.—Page 14.—See other studies.

COLOUR, 2 Lessons.—Page 14.

Scenes in black and white using black paint or India ink (not supplied).

Scenes to be used for illustrating. See School Arts Magazine, April, 1919.

DRAWING, 2 Lessons.—Flowers. See pages 2 and 3.

See that books are properly mounted.

Pupils of this year should be familiar with the following:—

(See Second, Third, Fourth, Fifth and Sixth Years.)

Pencil stroke for shading, high light, shadow, parallel perspective; eye level, above eye level, below eye level, front view, edge view, vanishing point, cube, square, square prism, oblong, primary, secondary, complementary colours, graying of all colours, tints, shades, tones, hues.

#### EFFECT OF DISTANCE

- (a) The apparent width of any square or oblong from front to back, decreases as it approaches the eye level
  - (b) The farther of two equal parallel lines appears shorter than the nearer.
    - (i) Parallel lines receding from the eye appear to converge.
  - (c) All lines above eye level slant down and all lines below eye level slant up to the level of the eye. Vertical lines do not change; they are always vertical.
  - (d) Surfaces when viewed obliquely are foreshortened.
  - (e) Distance affects the apparent size and colour of objects.
  - (f) Shading produces the appearance of solidity.
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## HYGIENE.

## Gulick's—The Body at Work.

FIRST HALF YEAR.—To the end of Chapter XIII.

SECOND HALF YEAR.—Finish and review.

## JUNIOR HISTORY OF CANADA.

FIRST HALF YEAR.—To end of p. 166.

SECOND HALF YEAR.—To end of the Book.

## FRENCH.

Teachers must follow carefully the instructions on the Course as outlined in the Introduction of this Manual.

## MUSIC.

## SEVENTH YEAR, FIRST HALF.

## Plan of Work.

## September or February.

Voice. See pars. 1 and 2.

Time. Teach minim or half time, see par. 3. Divide the class. See Introl., pars. 2, 8b, 15.

Tune. Review work of VI-2. See par. 4.

Ear. See par. 5.

Songs. See par. 7. Teach "Memory Song."

## October or March.

Voice. See pars. 1 and 2.

Time. See par. 3.

Tune. See par. 4a. Teach bass clef.

Ear. See par. 5.

Theory. See par. 6.

Songs. See par. 7.

## November or April.

Voice. See pars. 1 and 2.

Time. See par. 3.

Tune. See par. 4, a and b.

Ear. See par. 5.

Theory. See par. 6.

Songs. See par. 7.

## December or May.

Voice. See pars. 1 and 2.

Review all work.

"The change of voice, or 'break,' occurs in both sexes between the ages, approximately, of fourteen and fifteen years. A want of control over the high notes will be perceptible in the early stages of the change, and with both girls and boys it is necessary to exercise the very greatest care at this period. Loud singing, or attempts to force high notes, or to produce low ones, will almost certainly result in permanent injury to the voice." Bates.

1. VOICE TRAINING. (a) (See Introd., par. 1.) See to the temperature of the room.

(b) *Position.* (See Introd., par. 3a.) Stand erect, heels together and knees almost touching, weight of body equally distributed upon each leg, but mainly upon the heels; trunk erect, the chest being the most prominent part. *The shoulders must not be raised.*

(c) *Breathing exercises.* (See Introd., par. 3c.) (1) Inhale while slowly raising hands level with the shoulders, the palms downwards. (2) Exhale while lowering arms and hands to original position by monotoning 1, 2, 3, 4, 5, 6, 7, 8, at M. 80.

2. TONE. (See Introd., pars. 3, 3b, 3d, 3e.) Sing, from memory, with clear, pure tone, *well-opened* mouths and clearly enunciated vowels, the following exercises:—"Royal Music Reader," page 70; exercises 240, 251, 255.

3. TIME. (See Introd., par. 5.) Teach  $\frac{1}{2}$  time (a minim or half note to the pulse). (See "Royal Music Reader," pp. 13 and 14; Exercise 35, page 7 and Exercises 84, 85 and 86 on page 37.)

4. TUNE. (See Introd., par. 8.) (a) Encourage the class to memorize the pitch of C<sup>1</sup>. Show the tuning fork and ask how many can sing the tone before the fork is sounded.

(b) *Sight Reading.* (See Introd., pars. 6 and 7.) Solfa, and afterwards sing to "laa," *individually* and by class, a written or printed exercise containing the tones of the scale, and "fe" and "ta," in any order, half-pulse tones, whole-pulse silences, half-pulse continuation and half-pulse tone, and three-quarter and one-quarter (Taatai, Saa,—Aatai, Taafe), using a minim (half note) and a crochet (quarter note) to the pulse, in both bass and treble clefs. (See "Royal Music Reader," page 37; Exercises 84 to 119.)

(c) *Two parts.* (See Introd., par. 10.) As Sixth Year, Second Half using a minim (half note) to the pulse. (See "Royal Music-Reader," page 59; Exercises 204 to 212.)

5. EAR TRAINING. (See Introd., par. 9.)

Write in the staff notation the notes of a phrase of four or more tones sung to "loo," "laa," or numbers, the Tonic Chord being previously sounded. Follow the directions and exercises of VI.—2, par. 5.

## 6. THEORY. (See Introd., par. 14.)

(a) Length and names of notes and rests. "Royal Music Reader." pages 13 and 14.

(b) Time names for these.

(c) Transpose from crochet ( $\frac{1}{4}$ ) to minim ( $\frac{1}{2}$ ) time, and give meaning of time signatures.

(d) Translate from Tonic Solfa into Staff notation.

7. SONGS. (See Introd., pars. 10, 11, and 12.) Sing in correct tune and time, with clear, pure tone, careful enunciation and suitable expression, not less than three songs in two-part harmony.

Teach "Empire Songster," page 23 or 29, from memory, and all verses of "God Save the King," and "O Canada."

"Green" Modulator required for this grade.

## SEVENTH YEAR, SECOND HALF.

## Plan of Work.

## September or February.

Voice. See Introd., pars. 1 and 2.

Time. Teach Compound time (Taataitee and Taa-aitee), see par. 3.

Tune. See par. 4a. Divide the class. See Introd., pars. 2, 8b, 15.

Ear. See par. 5.

Songs. See par. 7. Teach "Memory Song."

## October or March.

Voice. See pars. 1 and 2.

Time. Teach "Aataitee" and "Aa-aitee." See par. 3.

Tune. See par. 4, a and b. Revise use of the Bass Clef.

Ear. See par. 5.

Theory. See par. 6.

Songs. See par. 7.

## November or April.

Voice. See pars. 1 and 2.

Time. See par. 3.

Tune. See pars. 4, a and b.

Ear. See par. 5.

Theory. See par. 6.

Songs. See par. 7.

## December or May.

Voice. See pars. 1 and 2.

Review all work.

"The ultimate aim of all vocal training ought to be not so much to secure good results during the school period, but to inculcate such habits of voice production as will lay the foundation of a beautiful adult voice." Bates.

1. VOICE TRAINING. (See Introd., par. 1.) (a) See to the temperature of the room.

b) *Position.* (See Introd., par. 3a.) Stand erect, heels together and knees almost touching, weight of body equally distributed upon each leg, but mainly upon the heels; trunk erect, the chest being the most prominent part. *The shoulders must not be raised.*

c) *Breathing exercises.* (See Introd., par. 3c.) Inhale while slowly raising hands level with the shoulders, the palms downward. Exhale while lowering arms and hands to original position by monotoning 1, 2, 3, 4, 5, 6, 7, 8, at M. 80.

2. TONE. (See Introd., pars. 3, b, d, e.) Exercises as VII-1. See par. 2.)

3. TIME. (See Introd., par. 5.) Sing, *individually* and by class, to time names, monotone and simple tune, a written or printed exercise in "six-eight" time (quick six-pulse measure), with the beat divided into thirds, two-third and one-third, one-third continuation and two one-third tones, two-third continuation and one-third tone "taitee, Taa-aitee, Aataitee, Aa-aitee, — Taa-fetee." (See "Royal Music I," pages 14 and 15, and page 21; Exercise 100.)

4. TUNE. (See Introd., pars. 4 and 8.) (a) Encourage the class to memorize the pitch of C. Show the tuning fork and ask how many can sing the tone before the fork is sounded.

(b) *Sight Reading.* (See Introd., pars. 6 and 7.) Solfa, *individually* and by class, not more than three times, and afterwards sing to "laa," *individually* and by class, a written or printed exercise in any major Key, containing "fe" and "ta" in compound time (the beat divided into thirds), in both bass and treble clefs. (See "Royal Music Reader," pages 45 to 50; Exercises 130 to 159.)

(c) *Two Parts.* (See Introd., par. 10.) As paragraph (a), in two parts. (See "Royal Music Reader," page 62; Exercises 218 to 221.)

5. EAR TRAINING. (As VII-1.)

6. THEORY. See Introd., par. 14.)

(a) Meaning of compound time signatures. "Royal Music Reader," page 13.

(b) Time names and values in compound and simple times.

(c) Translate from Tonic Solfa into Staff notation.

7. SONGS. (See Introd., pars. 10, 11 and 12.) Sing in correct tune and time, with clear, pure tone, careful enunciation, and suitable expression, not less than three songs, in two-part harmony.

Teach "Empire Songster," page 45 or 41, from memory, and all verses of "God Save the King," and "O Canada."

"Green" Modulator required for this grade.

### WOODWORK.

#### Seventh Year, First Half.

MODELS.	WOOD.	DRAWINGS
1. Half Lap Joint.	Pine.	Isometric.
2. Cutting Board.	Bass Wood.	Plans and Elevations
3. Nail Box.	Pine.	Isometric.
4. Pen Tray.	Birch or Ash.	Plans and Elevation

#### THEORY:

Names of all Bench Tools.  
Use of Grindstone and Oilstone.  
Ability to grind and whet a chisel.  
Cutting of Lumber.

#### SEVENTH YEAR, SECOND HALF.

MODELS.	WOOD.	DRAWINGS.
1. Mortice and Tenon Joint.	Pine	Isometric.
2. Hammer Handle.	Ash.	Introduce Sections.
3. Inlaid Key Rack.	Bass and Walnut.	Plans and Elevations
4. Magazine Rack.	Chestnut.	Plans and Elevations.

#### THEORY:

Knowledge of names of all the tools in the equipment. Sharpening and setting of saws. Drying and seasoning of lumber.

## SEWING.

Before starting the work in Sewing with the girls of their classes, teachers of Seventh Year Grade must make themselves familiar with the work prescribed and the instructions for Sixth Year.

## COURSE.

## SEVENTH YEAR—FIRST HALF.

## I. HAND SAMPLER:

*(Units of Work)*

1. Button-hole.

## II. APRON:

1. Quarter-inch hem on each side.
2. Three-inch hem on bottom.
3. Gathering and putting on band.
4. Button-hole and button.

## III. DRAWERS:

1. Cutting out paper pattern.
2. Cutting out cloth.

## IV. SUPPLEMENTARY: (See instructions to teachers under Sixth Year.)

## TEA APRON.

MATERIAL.—Lawn and lace for edging.

CUTTING DIMENSIONS.— $\frac{1}{2}$  width of the cloth by 20 inches long.

Hem on sides  $\frac{1}{2}$  inch.

Turn a 2-inch hem on the bottom and finish to be  $1\frac{1}{2}$  inches.

Gather along the top and put on a 2-inch band.

Strings finished,  $2\frac{1}{2}$  inches by 18 inches.

Pocket finished, 3 inches by 3 inches.

Oversew lace on edge of apron and pocket.

## SEVENTH YEAR—SECOND HALF.

## I. DRAWERS:

1. Felled seams on legs.
2. One felled seam.
3. Two placquets.
4. Two-inch hems on legs.
5. Gathering and putting in bands.
6. Button-holes and buttons.

## II. SLIP WAIST:

1. Cutting out paper pattern.
2. Cutting out cloth.
3. French seams.
4. Hems.
5. Bias trimming.
6. Peplum.
7. Button-holes and buttons.

## III. SUPPLEMENTARY WORK. (See instructions to teachers under Sixth year.)

## MIDDY BLOUSE.

Buy a pattern, size 34. One pattern will be sufficient for the class.

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SEWING.

## GENERAL INSTRUCTIONS TO TEACHERS.

1. Pupils of the class are to be kept together as far as that is possible without unduly retarding the abler pupils in the subject.

2. When a new piece of work is taken up with the class general instructions in regard to it should be given by the teacher to the pupils collectively, and this general instruction should be followed by individual instruction for those who require it. The teacher should not take time from the class to teach individual pupils how to do new work.

3. Pupils who have completed the work prescribed for the half year to the satisfaction of their teachers may be allowed to do the supplementary work suggested, but *no marks* can be allowed for this work.

4. Girls must begin work on the apron as soon as they enter Seventh Year, First Half, even if they have not finished the samplers.

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PHYSICAL TRAINING.

Teachers must follow carefully the instructions on the Course as outlined in the Introduction of this Manual.

### TEST AND EXAMINATIONS.

1. Scripture, Hygiene, Geography, French, Canadian History, Music and Writing will be tested once only each half-year. In Dictation, English and Arithmetic, there will be two tests during each half-year.

2. The half-year is the unit of time, and when two tests are given, the second may review the work covered by the first.

3. Test papers shall be set by the Superintendent or by Principals at his request. Test papers set by Principals are subject to revision by the Superintendent.

4. Papers in subjects that are tested once only each half-year may be allowed three-quarters of an hour for answering. When several tests are set on the same subject, *e. g.*, Arithmetic, an hour may be allowed for answering the series. Other test papers must not require more than half-an-hour for answering.

5. Each test in Arithmetic may include mental, sight and written work. Rapid work (15 marks) in Fifth, Sixth and Seventh Year classes will be given at the second test only.

6. Pupils in all Years will be expected to punctuate their dictation with the period and interrogation mark. Sixth and Seventh Year classes must insert quotation marks also. Other marks in punctuation will be tested in language papers only.

7. Seventh Year, Second Half classes, will not take monthly tests. At the end of their course they will be examined upon the year's work except in Scripture, Hygiene, Geography and Canadian History. In these subjects they will be examined in the second half of the year's work only, and the year's marks will be determined by combining the results of the two half-yearly examinations.

8. The questions of the test and examination papers must not be read to the pupils before they write their answers to them.

### MARKING.

1. The total number of marks attainable is the only divisor allowable, in calculating the percentages of pupils to be recorded on examination sheets and test records.

2. Pupils absent from any test or examination, but subsequently allowed to write, cannot have marks thus gained recorded to their credit in competing for honours, prizes or scholarships.

3. In tests and examinations in Writing and Drawing, and in those set by Teachers or Principals, no class shall be recorded on the examination sheets or test records as having more than 80 per cent. of the marks attainable.

4. In tests and examinations set by the Board the duty of determining a fair and consistent method of distributing the marks assigned rests with Principals, who thus become responsible for the method of marking such papers and must take steps to satisfy themselves that their instructions have been reasonably carried out.

5. The authorized time-tables of a class may be suspended by order of Principals, on days when tests, examinations, etc., are to be taken, but only so far as the latter may demand. Principals agree to make it a school regulation that they must be informed beforehand by assistant teachers when any departure from the authorized time-tables becomes necessary.

6. When pupils are transferred in the course of a year from one school to another, the marks taken in the first school in any authorized test may be placed to their credit in the second.

### SPECIAL SUBJECTS.

English Reading, Writing, Drawing, Manual Training, Conduct and Singing will be tested and marked as follows.

#### 1. Reading.

English Reading shall be marked at least once each half-year. Twenty-five per cent. of the marks shall be assigned for a knowledge of the substance of a passage read and 75 per cent. for other points.

No marks in reading shall be placed on the examination sheet of any class except the percentage at the foot of the column, which percentage, not exceeding 80, it shall be the duty of the Principal to assign.

#### 2. Writing.

Half the marks shall be given for the writing of the last copy book assigned to each half-year, and a *pro rata* deduction shall be made for any part of the book, more than two pages, not completed either by individual pupils or by a class.

The other half of the marks shall be assigned for writing from dictation or copying from print. This examination shall be set by the Board, but must not be a paper on which spelling is judged.

#### 3. Drawing.

All exercises marked must be done in school. Work must be marked month by month.

#### Marks in Drawing.

Fifth Year	Drawing, 25.	Colour, 25.	Five drawings and five paintings.			
Sixth Year.	" 25.	" 25.	"	"	"	"
Seventh Year.	" 25.	" 25.	"	"	"	"

#### 4. Singing.

Tests will be set from time to time by the Superintendent, Supervisor of Music or Principal, but must not be given later than the 30th May of any year. (See Introduction.)

**5. Cardboard. (Fifth Year.)**

(a) Five drawings and five models will be regarded as the minimum requirement for the half year.

(b) Five marks will be allowed for each drawing and five for each model, making a total of 50 marks for the half year in this subject. If more than five models are made by the class, the last five of each child are to be counted, and the drawing and model must correspond.

**6. Woodwork. (Boys.) (Sixth and Seventh Years.)**

(a) Four drawings and four models will be regarded as the minimum for a half year's work. If more than four are made, the best four are to be counted, and the drawing need not correspond to the model.

(b) 10 marks will be allowed for each drawing and the same for each model.

(c) 20 marks will be allowed for the pupil's knowledge of the theory of the work he has taken in the subject, one or more of which marks may be deducted by the instructor for incorrect answers in any written or oral test.

(d) The total of 100 marks so obtained is to be divided by 2 to reduce the maximum to a basis of 50 marks to correspond to the total given to girls of these grades in Cookery and Sewing taken together.

**7. Cookery. (Girls.) (Sixth and Seventh Years.)**

(a) Seven lessons will be regarded as the minimum for the half year. If more than seven are taken, the best seven are to be counted.

(b) Thirty-five marks will be given for the practical work of the class on the basis of 5 marks for each of 7 lessons, one or more of which marks may be deducted by the teacher for any act of inattention or for inefficient work.

(c) Thirty-five marks will be given for the keeping of notebooks and instructions in regard to lessons on the basis of 5 marks for each of 7 lessons.

(d) Thirty marks will be given for the correct answering of written questions at the end of each half year on the basis of 5 marks for each of 6 questions.

(e) The total of 100 marks so obtained will be divided by 4 to reduce the maximum to a basis of 25 marks.

**8. Sewing. (Girls.) (Sixth and Seventh Years.)**

(a) Five units of work (seams, etc.), will be regarded as a minimum for a half year's work. If more than five units are made the best five are to be counted.

(b) The maximum of 5 marks will be allowed for each unit of work (seam, etc.).

**9. Conduct.**

Sixty marks for conduct shall be placed to the credit of each pupil at the beginning of each calendar month.

The marks assigned to each calendar month may be forfeited during that month, at the teacher's discretion, for lateness due to a pupil's fault, or any act of forgetfulness or inattention (such as not being provided with some school requisite, leaving a book or exercise at home, etc.), as well as for any act of misconduct.

Any of the permitted methods of punishment (See Art. XXVII. of the Regulations of the Board) when inflicted for misconduct, must be marked by the deprivation of at least one conduct mark.

Marks gained for conduct shall be entered on the monthly reports.

### PROMOTIONS.

1. In determining promotions at the close of the half-year, a pupil may be promoted from any class to the next higher, the chief consideration being, not whether such a pupil has completed the work assigned in the limit table, but whether he has shown such aptitude and progress as to make it expedient not to keep him another half-year in the same work.

2. Promotion from first to second half of same grade, except in VII.-1., will be determined by the Principal and Class Teachers. No records need be filed with the Superintendent.

Pupils in VII.-1, can be kept back only with the consent of parents, who must be made aware that this step will exclude such pupils from the scholarship competition.

3. Promotions from one grade to another will be determined with the advice of the Superintendent on the results of records of tests filed with him.

At the close of the work of a grade, Principals, in conference with teachers concerned, are authorized to determine the promotion or non-promotion of pupils, except that (a) no pupil can be promoted who has not gained 67 per cent. of the total marks assigned to the examination papers which he has taken, (b) no pupil can be kept back who has gained 75 per cent. of the total marks. Deviations from the above, as well as all other doubtful cases, must be submitted to the Superintendent for decision in accordance with Art. xxxii. of the Regulations of the Board.

Pupils who have already spent two terms in the work of any half-year cannot be detained a third term without the knowledge and consent of the Superintendent.

### RECORD OF TESTS.

1. The record of each test must give the names and marks of all pupils taking the test, but only the marks of pupils whose promotion is under consideration need be extended.

2. The class average in each subject shall be the sum of "*the average number of marks per pupil*" taken in the several tests recorded for that subject. (See record of tests.)

3. The average of the "*total pupils examined*" in several tests on the same subject, shall be the quotient found by dividing the sum of the "*total marks gained*" in the several tests by the "*class average*" in the subject. (See record of tests.)

### HONOUR CARDS.

Honour Cards are awarded to pupils in June on the combined results of the Board's tests and examinations for the ten months of the school year (Sept. to June) as follows

1. **CONDITIONS OF AWARD.**—Only pupils who gain promotion on marks are eligible for First Places and Honourable Mentions. Pupils who do not gain promotion on marks or who are promoted on account of age, or for having been two years in a class, or some other special consideration, are not eligible.

2. Pupils more than twelve months in the grade may not take First Places (except in Punctuality and Conduct), but may take Honourable Mentions.

3. No card will be given for Punctuality and Conduct alone, but perfect attendance and perfect conduct will be mentioned in addition to other honours.

4. **MINIMUM STANDARD FOR FIRST PLACES.**—(a) General Proficiency, 85 p.c. of total marks with not less than 66 p.c. in any subject.

(b) Subjects, 90 p.c. of marks.

5. Honourable Mentions may be assigned to a number not exceeding one-fifth of the number examined in any class (a) in General Proficiency according to the above standard, (b) in subjects to those taking 85 p.c. of marks

### MISCELLANEOUS.

1. **DEPORTMENT.**—In all classes children must be taught deportment, viz. to exhibit a pleasant manner; to sit, to stand, to walk with ease; to salute teachers and visitors; to ask, to reply, to receive, to give politely; to shun improprieties of speech, action and gesture; to cultivate cleanly habits and neatness of person.

### REGULATION ON OBLIGATORY RELIGIOUS HOLIDAYS.

I. Absence from school on obligatory religious holidays shall not be counted against pupils, but pupils so absent shall be credited with any marks given for attendance, punctuality or conduct, on those days.

II. No test or examination that counts for promotion or standing shall be held on an obligatory religious holiday.

III. Pupils who do not take the lessons in New Testament History shall not be offered an equivalent, but shall be credited with the average marks taken by their class in that subject. Should this average fall below the pass standard, no pupil shall lose promotion or be disqualified in any school competition for that reason.

**MONTHLY TESTS.****ARRANGEMENT OF SUBJECTS AND LIMITS.****THIRD YEAR -FIRST HALF.****NOVEMBER OR APRIL.****Spelling.**

(50 marks.) To end of Lesson XXV., page 63.

Royal Crown Reader, No. 1.

N.B.—Spelling tests in this year may be given out at two sittings, both during the forenoon.

**Arithmetic. (40 marks.)**

1. Graded Arithmetic, Book One.
  - (a) Numeration and Notation to 1,000, pp. 28-29.
  - (b) Digits and Decades, pp. 5-11.
  - (c) Addition and Subtraction, pp. 13-14.
  - (d) Multiplication and Division (2's, 3's and 4's), pp. 17-19.
2. Primary Exercises in Arithmetic, No. 3.  
Written and Sight work to the end of page 44.
3. Primary Exercises in Mental Arithmetic for Third Year.  
Exercises 1-10 inclusive.
4. Primary Exercises in Written Arithmetic for Third Year.  
Exercises 1-7 inclusive.
5. Review of Second Year work.

**JANUARY OR JUNE.****Spelling.**

(50 marks.) Finish Class Reader.

**Arithmetic. (60 marks.)**

1. Graded Arithmetic, Book One.
  - (a) Numeration and Notation to 1,000, pp. 28-29.
  - (b) Digits and Decades, pp. 5-12.
  - (c) Addition and Subtraction, pp. 13-14.
  - (d) Multiplication and Division, with combinations, up to 40, pp. 17-25.
  - (e) Mental and Written Work, p. 26, par. A, pp. 30-33.
2. Primary Exercises in Arithmetic, No. 3. Written and Sight work to the end.

3. Primary Exercises in Mental Arithmetic for Third Year. Exercises 1-16.
4. Primary Exercises in Written Arithmetic for Third Year. Exercises 1-16.
5. Review of Second Year and Third Year, First Half work.

## THIRD YEAR—SECOND HALF.

NOVEMBER OR APRIL.

**Spelling.**

(50 marks.) To the end of page 73, Royal Crown Reader, No. 2, prose only.

**Arithmetic.** (40 marks.)

1. Graded Arithmetic, Book One.
  - (a) Numeration and Notation to 5,000, pp. 28-29, 63-64.
  - (b) Addition and Subtraction, pp. 13-14, 30-35.
  - (c) Multiplication and Division, with combinations up to 56, pp. 41-46.
  - (d) Mental and Sight work, pp. 26-27.
  - (e) Measures of Time and Capacity, pp. 51-54.
2. Primary Exercises in Arithmetic, No. 4. Written and Sight work to the end of page 40.
3. Primary Exercises in Mental Arithmetic for Third Year. Exercises 51 to 60 inclusive.
4. Primary Exercises in Written Arithmetic for Third Year. Exercises 51-58 inclusive.
5. Review of Second Year and Third Year, First Half work.

JANUARY OR JUNE.

**Spelling.**

(50 marks). Finish Class Reader, prose selections only.

**Arithmetic.** (60 marks.)

1. Graded Arithmetic, Book One.
  - (a) Numeration and Notation to 10,000, pp. 63-65.
  - (b) Addition and Subtraction, pp. 30-40.
  - (c) Multiplication and Division, pp. 41-50.
  - (d) Measures of Time, Capacity, and Length, pp. 51-56.
  - (e) Mental and Written work to the end of page 62.
2. Primary Exercises in Arithmetic, No. 4. Written and Sight work to end.
3. Primary Exercises in Mental Arithmetic for Third Year. Exercises 51-66.
4. Primary Exercises in Written Arithmetic for Third Year. Exercises 51-66.
5. Review of Second and Third Year work.

## FOURTH YEAR—FIRST HALF.

## OCTOBER OR MARCH.

**English.**

(25 marks.) Renouf's Easy Exercises in English for Fourth Year:—To the end of Lesson 30, p. 22, and Lesson 127.

## NOVEMBER OR APRIL.

**Spelling.** (50 marks.)

Prose and verse selections to end of selection 18, page 52, and "*Hang up the Baby's Stocking*," "*The Boy for Me*."

**Arithmetic.** (40 marks.)

## 1. Graded Arithmetic, Book One.

(a) Numeration and Notation to 1,000,000, pp. 63-65 inclusive.

(b) Canadian Money, pp. 75-76.

(c) Mental and Sight work, with combinations up to 81, p. 66.

(d) Measures of Time, p. 100, and Capacity, p. 102.

(e) Written Work, pp. 67-68; 71-72 inclusive.

2. Primary Exercises in Arithmetic, No. 5. Written and Sight work to the end of p. 48.

3. Primary Exercises in Mental Arithmetic for Fourth Year. Exercises 1-10 inclusive.

4. Review of Second and Third Year work.

## DECEMBER OR MAY.

**English.**

(25 marks.) Renouf's Easy Exercises for Fourth Year:—To the end of Lesson 60, p. 41, and Lessons 128 and 129.

**Writing.**

Written test (25 marks.) The copy book, when finished, must also be marked (25 marks).

## JANUARY OR JUNE.

**Spelling.** (50 marks.)

Prose and verse selections to end of selection 32, page 91. Review of First Test. "*Lucy Gray*."

**Scripture.**

(25 marks.) First half-year's work.

**Hygiene.**

(25 marks.) Gulick's Good Health. To end of Chap. XV.

**French.**

100 marks. Chapters X. and XI. Oral Lessons, Part II. (Ed. 1915.)  
Oral, 50; Reading, 10; Grammar, 30; Dictation, 10.

**Arithmetic.** (60 marks.)

Graded Arithmetic, Book One

(a) Numeration and Notation to 1,000,000, pp. 64-65.

(b) Canadian Money, pp. 75-78.

(c) Mental and Sight Work, pp. 66, 69-70.

(d) Written Work, pp. 71-72.

(e) Measures of Time, p. 100; of Capacity, p. 102; of Length, p. 104.

2. Primary Exercises in Arithmetic, No. 5. Written and Sight Work to the end.

3. Primary Exercises in Mental Arithmetic for Fourth Year. Exercises 1-16 inclusive.

4. Review of previous work.

## FOURTH YEAR—SECOND HALF.

## OCTOBER OR MARCH.

**English.**

(25 marks.) Renouf's Easy Exercises for Fourth Year:—To the end of Lesson 89, p. 57, and Lesson 131.

## NOVEMBER OR APRIL.

**Spelling.** (50 marks.)

Prose and verse selections to the end of selection 50, page 148. Review IV.-1. "*Try Again.*" "*The Homes of England.*"

**Arithmetic.** (40 marks.)

Graded Arithmetic, Book One.

(a) Numeration and Notation, pp. 80-81.

(b) Canadian Money, pp. 75-79.

(c) Mental and Sight Work, pp. 73 A: 82-83; 86-87.

(d) Measures of Time, Capacity, Length and Weight, pp. 100, 102, 104 and 106.

3. Primary Exercises in Arithmetic, No. 6. Written and Sight work to end of p. 40.

4. Primary Exercises in Mental Arithmetic for Fourth Year. Exercises 1 to 60 inclusive.

5. Review of previous work.

## DECEMBER OR MAY.

**English.**

(25 marks.) Renouf's Easy Exercises for Fourth Year:—To the end of Lesson 121, p. 72, and Lessons 132 and 133.

**Writing.**

Written test (25 marks.) The copy book, when finished, must also be marked (25 marks).

MONTHLY TESTS.

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JANUARY OR JUNE.

**Spelling.** (50 marks.)

Finish and review the book.

**Scripture**

(25 marks.) The half-year's work.

**Hygiene.**

(25 marks.) Gulick's Good Health. Finish and Review.

**French.** (100 marks.)

Chap. XII. and XIII., Oral Lessons, Part II. (Ed. 1915.)

Oral, 50; Reading, 10; Grammar, 30; Dictation, 10.

**Arithmetic.** (60 marks.)

Graded Arithmetic, Book One.

(a) Numeration and Notation, pp. 80-81

(b) Canadian Money, pp. 95-98.

(c) Mental and Sight Work, pp. 93, 95, 97; 108-109; 113.

(d) Measures of Time, Capacity, Length and Weight, pp. 100-107.

(e) Written Work, pp. 90-92; 94; 99; 110-112.

(f) Roman Notation, pp. 107; 115-121.

3. Primary Exercises in Arithmetic, No. 6. Written and Sight work to end.

4. Primary Exercises in Mental Arithmetic for Fourth Year, Exercises 1-66 inclusive.

5. Review of simple rules, including multiplication by three or more figures and by factors; division by three or more figures; problems in simple rules; Rapid and Sight work as in Primary Exercises; Canadian Money; Measures of Time, Capacity, Length.

FIFTH YEAR, FIRST HALF.

OCTOBER OR MARCH.

**English.** (50 marks.)

1. Renouf's Easy Exercises in English for Fifth Year. Exercises 1-11, Section 7 on page 15; Letters, Sections 32, 33, 34, 35, pp. 35 and 36; Section 38, pp. 39 and 40.

2. Paragraph II (a) of Course in Manual.

3. Special Study: Stone Song, by Bayard Taylor; Hiawatha's Sailing, by Longfellow (Lines 1-34.)

NOVEMBER OR APRIL.

**Spelling.**

(50 marks.) Alexander's Speller, pp. 1 to 7 inclusive, with dictation from Class Reader to p. 54, prose only.

**Arithmetic.** (40 marks.)

1. Graded Arithmetic, Book One.

(a) Canadian Money, pp. 75-79; 95-99.

(b) Fractions, pp. 128-135.

(c) Mental, Sight and Written Work, pp. 93-105; 108-118.

NOTE:—All work in Fractions at this stage should be oral and mental. No example should be given that cannot be solved mentally. Avoid large denominators.

2. Primary Exercises in Arithmetic, No. 7, pp. 1 to 40.
3. Primary Exercises in Mental Arithmetic for Fifth Year. Ex. 1 to 10 inclusive.
4. Primary Exercises in Rapid Arithmetic. At least one exercise each week.
5. Review of Fourth Year work.

#### DECEMBER OR MAY.

#### English. (50 marks.)

1. Renouf's Easy Exercises in English for Fifth Year.  
Exercises, 1-25, Section 15, p. 23; pp. 35, 36, 37.  
Exercise 47, p. 39, Section 38, pp. 39, 40, 41.
2. Paragraphs II (a) (b) of Course in Manual.
3. Special Study: Ye Mariners of England, by Campbell; Hiawatha's Sailing, lines 35-76 inclusive and review.

#### Writing.

(25 marks.) As in previous year.

#### JANUARY OR JUNE.

#### Spelling.

(50 marks.) Alexander's Speller, pp. 1 to 12, inclusive, with dictation from Class Reader, pp. 54-88, prose only.

#### Scripture.

(25 marks.) First half-year's work.

#### Hygiene.

(25 marks.) Gulick's Emergencies. To end of Chap. XVI.

#### Geography.

50 marks.) First half-year's work.

#### French. (100 marks.)

Oral Lessons, Part III., Chaps. XIV. and XV., to Sect. 5, inclusive.  
Oral, 50; Reading, 10; Grammar, 30; Dictation, 10 marks.

#### Arithmetic. (60 marks.)

1. Graded Arithmetic, Book One.
  - a) Review of Canadian Money, pp. 75-79.
  - b) Fractions, p. 128 to the end of Section C of Exercise XLI.
  - c) Mental, Sight and Written Work, pp. 93-105; 108-121; 142.
  - d) Measures and Multiples, pp. 122-127 inclusive.

2. Primary Exercises in Arithmetic, No. 7 Sight and Written work to the end.
3. Primary Exercises in Mental Arithmetic for Fifth Year, Ex. 1 to 16 inclusive.
4. Primary Exercises in Rapid Arithmetic. At least one exercise each week.
5. Review of previous work.

**Drawing.**

(50 marks.) Monthly results.

## FIFTH YEAR, SECOND HALF.

OCTOBER OR MARCH.

**English.** (50 marks.)

1. Renouf's Easy Exercises for Fifth Year.
  - (a) Exercises 32-43 inclusive.
  - (b) Capital Letters and Marks of Punctuation:—Sections 25, 26, 27, pp. 32-33.
  - (c) Letters:—Sections 32-37 inclusive, pp. 35-37, (to end of Exercise 47).
  - (d) Composition:—The Lion and the Mouse, and Belling the Cat, p. 41.
2. Paragraph II (a) and (c) of course in Manual.
3. Special study: Hiawatha's Sailing, lines 77-116 inclusive and review. Red River Voyageur, Whittier.

NOVEMBER OR APRIL.

**Spelling.**

(50 marks.) Alexander's Speller, pp. 13 to 19 inclusive, with dictation from Royal Crown Reader No. 4, pp. 88-147.

**Arithmetic.** (40 marks.)

1. Graded Arithmetic, Book One.
  - (a) Fractions, pp. 128-154.
  - (b) Mental, Sight and Written Work, p. 142 to end of par. E., Chap. XLVI., p. 157.
2. Primary Exercises in Arithmetic, No. 8, Sight and Written work to the end of p. 54.
3. Primary Exercises in Mental Arithmetic for Fifth Year. Ex. 51 to 60 inclusive.
4. Primary Exercises in Rapid Arithmetic. At least one exercise each week.
5. Review of previous work.

DECEMBER OR MAY.

**English.** (50 marks.)

1. Renouf's Easy Exercises in English for Fifth Year:
  - (a) Sections 41, 42, 43, 44 including Exercise 48-52 inclusive. Abbreviations, and Contractions, Exercises 53 and 54.

- (b) Capital Letters and Marks of Punctuation:—Sections 26-31 inclusive.
- (c) Letters:—Review Sections 32-37 inclusive.
- (d) Compositions:—The Faint-hearted Mouse and The Canary.
- 2. Paragraph II (a), (b), (c) and (d) of course in Manual.
- 3. Special Study: Hiawatha's Sailing, Lines 117-140 inclusive and review.  
Abou Ben Adhem, Leigh Hunt.

**Writing.**

(25 marks.) As in previous years.

**Theory of Music.**

(20 marks.) Second half-year's work.

**JANUARY OR JUNE.****Spelling.**

(50 marks.) Alexander's Speller, pp. 13 to 24, inclusive.

**Scripture.**

(25 marks.) Second half-year's work.

**Hygiene.**

(25 marks.) Gulick's Emergencies. Finish and review.

**Geography.**

(50 marks.) Second half-year's work.

**French. (100 marks.)**

Oral Lessons, Part III., Chap. XV., Sect. 6 to end of Chap. XVI.

Oral, 50; Reading, 10; Grammar, 30; Dictation, 10 marks.

**Arithmetic. (60 marks.)**

- 1. Graded Arithmetic, Book One.
  - (a) Mental, Sight and Written Work, to the end of p. 168.
  - (b) Review of Canadian Money, Measures and Multiples, and Fractions.
- 2. Primary Exercises in Arithmetic, No. 8 Sight and Written work to the end.
- 3. Primary Exercises in Mental Arithmetic for Fifth Year. Ex. 51 to 66 inclusive.
- 4. Primary Exercises in Rapid Arithmetic. At least one exercise each week.
- 5. Review of Canadian Money, Factors and Multiples, and Fractions.

**Drawing.**

(50 marks.) Monthly results.

## SIXTH YEAR, FIRST HALF.

OCTOBER OR MARCH.

**English.** (50 marks.)

1. Renouf's Easy Exercises in English for Sixth Year:
  - (a) Exercises 1-13 inclusive.
  - (b) Capital Letters and Mark of Punctuation:—Sections 33 and 34, pp 34, 35, and 36.
  - (c) Letters:—Sections 37 and 38 to the end of topic 6.
  - (d) Compositions:—Section 35, to the end of Exercise 45; The Flags.
2. Paragraph II (a) (b) (d) of course in Manual.
3. Special Study: The Brook, by Tennyson: stanzas 1-9 inclusive.

NOVEMBER OR APRIL.

**Spelling.**

(50 marks.) Alexander's Speller, pp. 25 to 32 inclusive, with dictation from Royal Crown Reader, No. 5 to p. 65.

**Arithmetic.** (40 marks.)

Graded Arithmetic, Book Two.

Complex Fractions, p. 13.

Cancellation, p. 14.

Decimals: Mental, Sight and Written work to the end of Exercise XVIII., page 30.

2. Primary Exercises in Mental Arithmetic for Sixth Year. Exercises 1-10 inclusive.
3. Primary Exercises in Rapid Arithmetic. At least one exercise each week.
4. Review of Mental, Sight and Written work on Common Fractions must be continuous.

DECEMBER OR MAY.

**English.** (50 marks.)

1. Renouf's Easy Exercises in English for Sixth Year:
  - a) Exercises:—To the end of Exercise 23, p. 21.
  - (b) Capital Letters and Marks of Punctuation:—Sections 33 and 34, to the end of Exercise 43, p. 36.
  - (c) Letters:—Sections 37 and 38, pp. 40-42.
  - (d) Compositions:—Section 35, to the end of Exercise 47; Helping Each Other or The Good Samaritan.
2. Paragraph II. (a), (b), (c), (d), (e) of course in Manual.
3. Special Study: "The Brook," complete; "The Light of Other Days," Moore.

**Writing.**

(25 marks.) As in previous years.

**Theory of Music.**

(20 marks.) First half-year's work.

## JANUARY OR JUNE.

**Spelling.**

(50 marks.) Alexander's Speller, to end of p. 40, with dictation from Class Reader, pp. 65-107.

**Scripture.**

(25 marks.) First half-year's work.

**Hygiene.**

(25 marks.) Gulick's Town and City. To end of Chapter XVII.

**Geography.**

(50 marks.) First half-year's work.

**French.** (100 marks.)

Oral Lessons, Part IV., Chap. XVII. and Chap. XVIII.

Oral, 50; Reading, 10; Grammar, 30; Dictation, 10 marks.

**Arithmetic.** (60 marks.)

Graded Arithmetic, Book Two.

Decimals and Measure of Time to the end of Exercise XXVI, page 40.

2. Primary Exercises in Mental Arithmetic for Sixth Year. Exercises 1 to 16 inclusive.

3. Primary Exercises in Rapid Arithmetic. At least one exercise each week.

4. Review of Mental, Sight and Written work on Common and Decimal Fractions must be continuous.

**Drawing.**

(50 marks). Monthly results.

## SIXTH YEAR—SECOND HALF.

## OCTOBER OR MARCH.

**English.** (50 marks.)

1. Renouf's Easy Exercises in English for Sixth Year:

(a) Exercises:—To the end of Exercise 33, p. 30

(b) Capital Letters and Marks of Punctuation:—Sections 33 and 34.

(c) Letters:—Sections 37 and 38.

(d) Compositions:—Sections 35 to the end of Exercise 48; The White

Stone Canoe.

2. Paragraph II. (a), (b) of course in Manual.

3. Special Study: "The Destruction of Sennacherib," Byron.

## NOVEMBER OR APRIL.

**Spelling.**

(50 marks. Alexander's Speller, pp. 41 to 48 inclusive, with dictation from Class Reader, pp. 109-174.

**Arithmetic.** (40 marks.)

1. Graded Arithmetic, Book Two. Measures of Time, Capacity, Weight, English Money, and Length; Mental, Sight and Written Work to the end of Exercise XXXIX, page 58.

2. Primary Exercises in Mental Arithmetic for Sixth Year. Exercises 51 to 60 inclusive.

3. Primary Exercises in Rapid Arithmetic. At least one exercise each week.

4. Review of Common and Decimal Fractions.

## DECEMBER OR MAY.

**English.** (50 marks.)

1. Renouf's Easy Exercises in English for Sixth Year:

(a) Exercises:—To the end of Exercise 41; and Exercises on the Comparison of Adjectives and Adverbs, pp. 59-62.

(b) Capital Letters and Marks of Punctuation:—Sections 33 and 34.

(c) Letters:—Sections 37 and 38.

(d) Compositions:—Sections 35, to the end of Exercise 49; Orpheus and Eurydice.

2. Paragraph II. of course in Manual.

3. Special Study: "The Cloud."—Shelley.

**Writing.**

(25 marks.) As in previous years.

**Theory of Music.**

(20 marks.) Second half-year's work.

## JANUARY OR JUNE.

**Spelling.** (50 marks)

1. Alexander's Speller. To the end of page 56.

2. Dictation from Class Reader to the end.

**Scripture.**

(25 marks.) Second half-year's work.

**Hygiene.**

(25 marks.) Gulick's Town and City. Finish and review.

**Geography.**

(50 marks.) Second half-year's work.

**French.** (100 marks.)

Oral Lessons, Pt. IV. LVII. to LXIII. (January).

Oral Lessons, Pt. IV. Chaps. XIX. and XX. (June).

Oral, 50; Reading, 10; Grammar, 30; Dictation, 10 marks.

**Arithmetic.** (60 marks.)

Graded Arithmetic, Book Two.

1. Square Measure; Mental, Sight and Written work to the end of Exercise XLII., page 68.
2. Primary Exercises in Mental Arithmetic for Sixth Year, Exercises 51 to 66 inclusive.
3. Primary Exercises in Rapid Arithmetic. At least one exercise each week.
4. Review of Common and Decimal Fractions and Measures.

**Drawing.**

(50 marks.) Monthly results.

## SEVENTH YEAR—FIRST HALF.

OCTOBER OR MARCH.

**English.** (50 marks.)

1. Renouf's Easy Exercises in English for Seventh Year.
  - (a) Exercise:—To the end of Exercise 9, p. 14.
  - (b) Capital Letters and Marks of Punctuation:—Section 38.
  - (c) Letters:—Sections 42 and 43; Section 47 1-4.
  - (d) Compositions:—Sections 39 and 40 to the end of Exercise 53; The Heroine of Castle Dangerous.
2. Paragraph II. (a), (b), (c) of course in Manual.
3. Special Study; 5 stanzas of Mark Antony's Speech, of which the first three must be memorized. The Heroine of Castle Dangerous.

NOVEMBER OR APRIL.

**Spelling.**

(50 marks.) Alexander's Speller, pp. 57-64 inclusive with dictation from class reader, to p. 75.

**Arithmetic.** (40 marks.)

1. Graded Arithmetic, Book Two.
  - (a) Review of Fractions, Simple, Compound, and Complex, pp. 10-13.
  - (b) Review of Cancellation, p. 14.
  - (c) Square and Cubic Measures, pp. 59-72.
  - (d) Denominate Fractions, pp. 74-77.
  - (e) Mental, Sight and Written work to the end of p. 81.
2. Primary Exercises in Mental Arithmetic for Seventh Year. Exercises 1-10 inclusive.
3. Primary Exercises in Rapid Arithmetic. At least one exercise each week.
4. Review of Mental, Sight and Written work on Common and Decimal Fractions and Measures.

MONTHLY TESTS.

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DECEMBER OR MAY.

**English.** (50 marks.)

1. Renouf's Easy Exercises in English for Seventh Year:
  - (a) Exercises:—To the end of Section 17, p. 25.
  - (b) Capital Letters and Marks of Punctuation:—Section 38; First six sentences of the Exercise on p. 30.
  - (c) Letters:—Sections 42, 43, 44, and 47.
  - (d) Compositions:—Sections 39, 40, and 41 to the end of par. (a); The Story of Daniel; The Capture of Quebec.
2. Paragraphs II. (a), (b), (c), (d) of course in Manual.
3. Special study: Mark Antony's Speech. Memorize stanzas 9, 10 and 11.

**Writing.**

(25 marks.) As in previous years.

**Theory of Music.**

(20 marks.) First half-year's work.

JANUARY OR JUNE.

**Spelling.**

(50 marks.) Alexander's Speller, pp. 65-72 inclusive, with dictation from Class Reader pp. 76-117. Lessons 19 to 30 inclusive.

**Scripture.**

(25 marks.) First half-year's work.

**Hygiene.**

(25 marks.) Gulick's, The Body at Work. To end of Chap. XIII.

**French.** (100 marks.)

Oral Lessons, Part V. to the end of Lesson 70. (January).  
Oral Lessons, Part V., Sects. 1 to 7, inclusive. (June).  
Oral, 50; Reading, 10; Grammar, 30; Dictation, 10 marks.

**Arithmetic.** (60 marks.)

1. Graded Arithmetic, Book Two.
  - (a) Unitary Method, pp. 87-90.
  - (b) Percentage, pp. 91-97.
  - (c) Mental, Sight and Written work to the end of p. 97.
2. Primary Exercises in Mental Arithmetic for Seventh Year. Exercises 1 to 16 inclusive.
3. Primary Exercises in Rapid Arithmetic. At least one exercise each week.
4. Review of Fractions and Measures.

**Geography:**

(25 marks.) First half-year's work.

**Canadian History.**

(25 marks.) First half-year's work.

**Drawing.**

(50 marks.) Monthly results.

SEVENTH YEAR—SECOND HALF.

EXAMINATIONS.

Accounts, 50 marks.

Canadian History, 25 marks.

Writing Exam., 50 marks.

Copybook, 50 marks.

Drawing, 50 marks. (Monthly results.)

Spelling, 100 marks.

English No. 1, 50 marks.

No. 2, 50 marks.

French Reading, 10 marks.

Dictation, 10 marks.

Grammar, 30 marks.

Oral work, 50 marks.

Geography, 25 marks.

Arithmetic, 100 marks.

Scripture, 25 marks.

Hygiene, 25 marks.

Music, 50 marks. Test only, in December and May

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# MEMORABILIA

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### I.—Test and Examination Papers.

1. It is understood that returns of all tests must be filed within one week after the examination day.

2. Pupils must read the questions on all Test and Examination papers for themselves and place their own meaning upon them.

3. In Sight Arithmetic papers pupils are to record the results only. Intermediate steps must not be shown and common fractions must be expressed in lowest terms.

4. In Mental Arithmetic papers no marks may be allowed if the answer is not numerically correct and half marks must be deducted if the denomination of the answer is incorrect or omitted.

5. In Mental and Sight Arithmetic papers no deduction in marks is made for corrections made by pupils, and teachers are not required to initial such corrections.

6. In Written Arithmetic papers in Third and Fourth Year Classes, answers are counted as right or wrong and no marks may be given for answers that are not numerically correct. Half marks are allowed for method in Fifth, Sixth and Seventh Year Classes for examples that are distinctly problems. In process examples correct answers only may be counted, unless otherwise indicated on the paper.

### II.—Class Registers of Attendance.

I. Pupils who have attended at all during any month must be included in the returns of attendance for that month.

II. Teachers are requested to observe the following instructions in keeping Class Registers of Attendance:—

1. The Roll (folio) for the month must be properly headed, showing the name of class, dates, etc.

2. The names of pupils, boys and girls separately, must be entered in alphabetical order.

3. Addresses of pupils must be written in at least every second month and changes of address every month.

4. Records of birthdays must be shown by entering the date of birth in the column provided for that purpose, as follows:—9/10/93 indicates that the pupil was born on the 9th of October, 1893.

5. Ages of pupils must be entered each month; fractions of a year or months should not be recorded.

6. Attendance of pupils and the total number in attendance for the day must be recorded daily. The total attendance must be checked by actual count with the number of pupils present.

7. Absence and tardiness must be recorded as follows:—

(a) No mark is to be made in the Register against the names of pupils present and not late.

*b)* Absence in the forenoon will be recorded thus *a* ; in the afternoon /*a*, all day *a/a*; tardiness in the morning *′*, in the afternoon *′*, both morning and afternoon *′*.

*(c)* In classes having only one session, *a* will indicate absence and *′* tardiness.

8. At the end of the month the totals and averages for the month must be recorded as required by the Register and the roll for the month signed by the teacher.

9. Registers must be kept in an orderly manner and ready for inspection.

### III.—Lost or Stolen Articles.

The Protestant Board does not insure either teachers or pupils against loss or theft and cannot replace articles lost in or stolen from its schools.

### IV.—Assistant Teachers.

The Board has been pleased to accept the recommendation of the meeting of Principals in relation to the work of teachers of Kindergarten, First and Second Year classes, for the hour and a half in the afternoon (or forenoon) when not engaged with pupils of their respective classes. The services of these teachers should be used as follows:—

1. To advance the work of backward pupils in various subjects, particularly in the Primary Grades where the classes are large and more individual help is necessary.

2. To take the places of teachers temporarily absent.

3. To take charge of the subject of Music in other classes than their own, particularly in the Primary Grades, and in cases of necessity in the upper grades of the school.

4. To take charge of or to assist in the Colour Work in one or more classes of the Primary Grades.

5. To assist in or to take charge of the teaching of Cardboard in Fifth Year.

6. Assistant teachers should not be called upon to teach a subject to a class in the upper grades. They may, however, assist the class teacher in certain subjects in these grades.

The intention of these suggestions is to discourage the employment of these teachers for the correction of written exercises almost exclusively and to encourage the schools to employ them in teaching rather than correcting.

### V.—Payment of Salaries.

Principals and teachers should make themselves familiar with the scales of salaries as paid by the Board and the method of payment of these as stated in Articles XI and XII of the Regulations, and particularly with the provisions of par. 34 of Art. XI and of pars. 4, 5, 6, 7, and 8 of Art. XII.

## VI.—July and August Salaries.

A word of explanation is necessary in regard to the method of determining salaries of teachers for the months of July and August under the present plan of payment.

I. The salary of a teacher for the month of July will be based on her salary and attendance for the first five months of the school year and that for August on the remaining five months.

II. Under the present plan of payment of salaries in twelfths, instead of in tenths as formerly, the difference between  $1\frac{10}{12}$  and  $1\frac{12}{12}$  or  $1\frac{60}{12}$  of the teacher's annual salary is placed to the credit of the teacher in the hands of the Board each month, and in five months a sum equal to  $5\frac{60}{12}$  or  $1\frac{12}{12}$  of the annual salary is due if the teacher's absence from duty during that period does not exceed the number of days provided for in par. 5 of Article XII. of the Regulations. Under normal conditions of attendance, then, a teacher's salary for July will be the same as that for each of the five months from September to January. Similarly, the salary for August will correspond to that paid monthly from February to June.

In cases of absence in excess of that excused under Regulation, a proportionate deduction must be made in the salary for July or August or both.

In the case of teachers leaving the service of the Board at the end of the session, the amount due them as August salary will be paid to them on the last school day in June, with the salaries for June and July.

## VII.—Payment of Substitute Teachers.

2. The returns of attendance of substitute teachers for the calendar month is shown on the Principal's Monthly Report *only* and must give the Christian names (initials at least) of these teachers, the grade of work in which they have been engaged, whether the day was one of 3 or  $4\frac{1}{2}$  hours (a half-day is regarded as a day of three hours, see paragraph 14, Article XI.) and give their addresses. If the services of these teachers are not required when they reach the school, it should be so recorded on the Report, in which case they will be paid for a day of three hours. Cheques for substitute teachers are sent to their addresses.

## VIII.—Payment of Bonuses.

Teachers entitled to additions to their salaries for extra work, extra pupils or for the teaching of Solfa, will receive these additions at the end of January and June each year.

Principals are required to record from month to month on the forms provided the number of hours or extra time given by teachers in classes other than their own and to have these teachers initial the record. This will avoid any possible disagreement at the end of the five months as to the number of hours so given.

### IX.—Deductions for Solfa.

Teachers who do not teach their own classes in Solfa are engaged at a rate of salary \$20 below that provided on scale under Regulation and no reference is made to this deduction on the monthly pay sheets.

### X.—Resignations of Teachers.

1. The Protestant Board of School Commissioners draws the attention of all members of its teaching staff to the terms of their engagements in the matter of resignation. Under these contracts teachers cannot retire except at the end of the school year, which terminates on 30th June, and can only resign by giving two months' notice.

2. The Board wishes to notify the teachers that resignations tendered at irregular times will not be accepted except in urgent and exceptional circumstances.

### XI.—Promotion of Pupils.

1. Principals and teachers are requested to conduct a systematic and careful study of the pupils in their various classes in regard to their progress and fitness for promotion, irrespective of written tests and examinations. If such a consideration is begun during the second month of the half-year and followed carefully during the last three months, many of the undesirable influences of the written tests will be minimized and they will become a useful supplement to the teacher's judgment, serving the legitimate purpose for which they were originally intended. This work is useful in all classes, but particularly so in those below Third Year. In many cases it is advisable to draw the attention of parents to the probable outcome of the pupil's work for the half-year.

2. In First and Second Year classes, Principals should consider it an important part of their duty to consider carefully the work of each child, testing orally his work in Number, hearing him read, and observing his daily work in Spelling and Writing. Written tests are not advised in these classes.

As an aid in this work the use of a simple form kept in stock in the office is suggested. The list of pupils whose promotion is regarded as impossible or doubtful should be retained by the teacher for frequent consideration and revision.

3. OVER-AGE PUPILS.—The presence of over age pupils in I., II., III. and IV. year Grades should engage the careful attention of Principals and teachers. They should ascertain whether any of these pupils could, with additional encouragement and assistance, make more rapid progress in the essential subjects of the course. The prospect of immediate or rapid promotion is the greatest incentive to most pupils, and teachers of half-day classes will be able to give the necessary assistance. The retention of over-age pupils in the lower grades of the school cannot be justified until a serious effort has been made to advance them in the essential subjects to a higher grade.

## XII.—Addresses of Members of Staff.

1. Principals should send to the office of the Superintendent the addresses of teachers appointed to their schools from time to time during the year, using the address cards for this purpose.
2. Changes of address should be sent in as they occur.
3. Teachers transferred from one school to another are not required to fill another address card.
4. Briefly, the teacher is required to fill an address card and hand it to her Principal when she enters the service and another as often as she changes her address. If there is neither change of address nor telephone number, no additional card will be required during her term of service no matter on what school staff she may serve from year to year.
5. A supply of address cards may be had on requisition to the office of the Superintendent.

## XIII.—Fire Drill.

The following interpretations and explanations of the Regulations of the Board in regard to Fire Drill, are offered for the guidance of Principals and teachers:—

1. That the "long continuous ring" be known as the "alarm" and the "two short rings" and "four or more short rings" be known as the "signals."
2. That the "long continuous ring" be at least of five seconds' duration.
3. That there shall be a pause between the "alarm" and the "signal" of at least five seconds or longer if that shall be necessary to enable monitors to take up their "positions" before the "signal" is sounded.
4. That in order to have the "signal" clearly understood by teachers and pupils, the whole school shall come to attention (complete silence) immediately on the first sound of the "alarm," pupils standing in their places in the aisles and facing in the direction in which they are to march; teachers taking such positions in the class rooms as may be necessary to obtain complete control of their respective classes.
5. That classes remain at silent attention until the full "signal" has been given, so that they may know whether they are required to go to the street or to the doors of the school only.
6. That there be an appreciable pause between the "rings" of the "signal."
7. That monitors take up their positions quietly and without inordinate or dangerous haste; running, not at full speed and on their heels, but moderately and on their toes.
8. That in the practices, the "alarm" only be given occasionally in order to test the knowledge of the monitors and classes in their duties.
9. When classes are sent to the street, they should go far enough away from the building to be quite clear of all exits.

10. The "time required" for the practice is that taken by the pupils from the time the alarm is given until they are all at attention at the doors in the case of an indoor drill, or outside the building or on the fire-escapes in the case of an outdoor drill. It does not include the time taken for return to the class room.

11. Par. 8a of Art. XLIII. of the Regulations must be held to mean "Assembled in the Assembly Hall." This condition is not similar to the condition "C" and for the purposes of this Article, the school is not assembled when the pupils are engaged in regular class exercises.

12. Attention must be given to practice of the drills under the conditions indicated in clauses (b) and (d) of Art. XLIII of the Regulations and signals must be rung in by teachers and caretakers.

13. That the active interest of Principals and teachers be invited to maintain and increase the efficiency of this important work, remembering that a faithful, collected obedience to the Regulations will do more to save the situation in the critical moment than inordinate haste.

14. The elements of time must not be regarded as the most important factor in determining the efficiency of the practice of Fire Drill. It is equally important that the teacher should have complete command of herself and her class and that both should have a confident knowledge of what to do under the varying conditions of the practices.

15. Principals are required by the Regulations to report any defects in the Signalling Apparatus to the Supervisor of Fire Drill, who will in turn report to the Supervisor of Buildings.

16. The Board also requires the Superintendent to see that the Practices are carried out in the schools strictly in accordance with the letter and signs of the Regulations, and report specially upon the matter at each of its meetings.

#### **XIV.—Monitors for Fire Drill.**

1. In addition to monitors for all exits, it is necessary to station monitors at all the fire appliances, except the fire extinguishers.

2. All teachers should appoint one class-room monitor who shall report if any pupil has not left the room during fire drill.

3. Special monitors should be detailed to look after pupils physically unable to move quickly, and those known to suffer from heart weakness.

4. In order to make sure that every class had heard and obeyed the alarm signal, monitors should be detailed, one at least to each group or tier of rooms, to see that all the classes of that group or tier of rooms have heard and obeyed the alarm.

5. Special arrangements should be made when classes, from which monitors are detailed for exits, are engaged in gymnasium or manual training work.

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HANDBOOK

FOR THE USE OF

Principals of the Protestant Schools

OF

MONTREAL

This handbook contains the substance of resolutions of the School Board, of agreements reached at Meetings of Principals, and of circulars and instructions issued from the office of the Superintendent of Schools and the Treasurer of the Board.

For convenience, many of these are copied verbatim from the circulars referred to.

## I.—Inspector of Buildings.

The Inspector of Buildings is directly responsible in the performance of his duties to the Secretary-Superintendent or to the Committee of School Management, as occasion may require. He shall.

1. Attend all meetings of the Committee of School Management to which he may be called.
2. Specially report on or before the 1st of May upon the condition of the buildings and upon the repairs and improvements which in his judgment should be undertaken during the summer.
3. Have, under the Committee, the care of the furniture of the schools, and see that all furniture and supplies delivered are strictly in accordance with the contracts under which they are purchased.
4. Receive the requisitions of Principals for repairs and keep a record of such requisitions and of the action taken respecting them. Such records shall be submitted monthly to the Superintendent and the Committee.
5. Have authority to order any supplies for caretakers or small repairs requiring immediate attention not involving expenditure of more than \$10.
6. Report to the Committee or to the Superintendent in writing upon all matters requiring immediate attention where the expenditure is likely to exceed \$10, and carry out the instructions received.
7. Submit to the Superintendent and Treasurer, in conference with himself, any requisition of an unusual character. The three officers are charged under regulation of the Board with the purchase of such supplies at their discretion, provided that the total disbursements to be made shall not exceed \$100 in any one instance. In cases where greater expenditure is necessary the matter shall be referred to the Committee of School Management.
8. Prepare specifications and procure tenders or estimates of cost in cases where the expenditure is likely to exceed \$100, and submit such tenders with a written report at the next succeeding meeting of the Committee.
9. Visit the schools when necessary for the purpose of enquiring into the requisitions submitted by the Principals, and of ascertaining the advisability of making any changes suggested by them, and the best plan of making repairs or alterations.
10. Superintend all new buildings and all important repairs and alterations while in progress, and see that they are carried out in accordance with the specifications.
11. Provide, upon requisition of the Principals, Caretakers' supplies and fuel, from time to time during the year.
12. Procure and certify to all accounts for work done or purchases made under his direction, and deliver the former to the Treasurer.

13. In conference with the Principal in each case state in writing the petty repairs which the Caretaker should undertake during the summer vacation, and deliver one copy of such directions to the Principal and a second to the Caretaker, retaining the third for himself.

14. Direct the management of the heating and ventilating apparatus and machinery, as well as the care of the closets and sanitary fixtures generally, including the consumption of water, and the up-keep of all electrical apparatus, such as bells, clocks, light, etc.

15. In vacation and at other times in the absence of the Principals the Inspector will direct the Caretakers, who shall obey his instructions.

16. Personally inspect at least once each year the Caretaker's dwellings owned or leased by the Board and report to the Board in writing in regard to the condition in which they are kept.

## II.—Tests and Examinations.

1. Test and Examination Papers will be delivered to the Schools on two successive days, as follows:

On the first day named, to:—

Victoria  
Royal Arthur  
Prince Albert  
Hamilton Street  
Duke of Connaught  
Côte St. Paul  
Lorne  
Iverside  
Britannia  
William Lunn  
Berthelet  
The High Schools  
Strathearn

C. & T. High  
Aberdeen  
William Dawson  
Delorimier  
Rosemount  
Amherst  
Peace Centennial  
Earl Grey  
Edward VII.  
Fairmount  
Bancroft  
Mount Royal

On the second day named, to:—

Dufferin  
Alexandra  
Lansdowne

S. M. Memorial  
Maisonneuve

2. No parcel containing final examination papers in VII.-1 or VII.-2 classes may be opened before the time of the examination. These papers are labelled "Scholarship Examinations" and are sealed.

3. Test papers in other years when not containing scholarship papers may be opened at once by Principals, under seal of confidence, and checked. They must not be distributed until the hour of examination arrives.

4. Principals must hold themselves personally responsible for the safe keeping of Examination and Test papers delivered at their schools.

### **III.—Printed and Cyclostyled Forms.**

Principals are requested to send their requisitions for printed and cyclostyled Forms, including Pupils' Reports, to the Superintendent.

#### **Requisitions for Printed Forms and School Supplies.**

Requisition Forms for the supply of Printed Forms and for such school supplies as are used in connection with the course of study to be delivered from the office of the Board annually for the 1st of September are sent to the Schools in April each year.

1. A supply sufficient for a year should be ordered.
2. Book Lists are printed once a year only, and are not carried in stock in the office. If a supply of these is required for February, it should be included with the order for September.
3. Pupils' reports should be ordered in some multiple of 500 and a supply for ten months should be ordered for September.
4. In Schools where semi-annual promotions do not obtain, the name of the Grade only will be printed on the Pupils' Reports; the words First Half and Second Half will be omitted.

Requisitions for all printed forms and school supplies should be sent to the office before the 1st of May.

#### **IV.—Delivery of Supplies from the Offices of the Board.**

If Principals can tell what supplies, if any, will be needed in their schools, some days in advance of the sending of the Test and Examination Papers, it will be more convenient and economical to send such supplies with these papers. Any requisitions for Printed or Cyclostyled Forms, or other supplies kept in stock in the offices of the Board, will be filled and sent by this conveyance, provided they reach the Offices of the Board at least five school days in advance of the date fixed for the delivery of the papers.

#### **V.—Manual Training.**

As a result of the meeting of Manual Training Instructors and Principals on the 18th of January, 1912, Principals and Instructors interested are requested to be good enough to accept the following as a working condition on trial.

1. That the Instructor and Instructress are to be regarded during the class period of instruction as teachers on the staff of the school to which the class immediately under instruction belongs.
2. That the Special Timetables for the half-year shall terminate on the day of the last examination in January and on the fifteenth of June each year unless otherwise arranged for between Principal and Instructor at least forty-eight hours before the time of the proposed lesson in Manual Training.

3. That no classes in Manual Training shall be in session on the day of re-organization of classes at the beginning of September and February each year.

4. That the Normal Timetables go into effect at nine o'clock on the morning immediately following the day of re-organization in September and February.

5. That the Principal be authorized not to send pupils to Sloyd or Cookery, or both, on the days on which Tests or Examinations are taken, when in his judgment the length or condition of the Test or Examination makes it undesirable for pupils to attend the Manual Training lesson of that day, in which case the Principal is required to notify or arrange with the Instructor forty-eight hours in advance of the time of the lesson.

6. In the case of pupils attending a Sloyd or Cookery Centre outside their own school building, the Principal shall prepare an attendance roll showing the names of pupils, and shall deliver this to some member of the class with instructions that it must be presented at each lesson to the teacher of Sloyd or Cookery.

7. The teacher of Sloyd or Cookery shall require such a roll from each class; shall mark the attendance at each lesson, and return it to the pupil who may present it.

8. The Principal on receiving back the roll shall check the attendance and require from absentees the same explanation as if they had been absent from the regular school classes.

## VI.—Doors of School Buildings.

1. The Board requires,—That all exit doors of its schools, including both inner and outer doors and both halves of double doors, be neither locked, bolted, latched nor fastened in any way whatsoever during school hours, but be so arranged as to open easily by pressure from within.

2. That all cloak room doors leading into corridors be kept locked during school hours, except in cases where admission to the classroom can be gained only through the cloak room.

3. That Principals be ordered to arrange for a system of monitors, one or more as the needs of the school may demand, whose duty it shall be to see that unauthorized persons do not gain admission to the building without the knowledge of the Principal or teacher in charge.

4. That the doors of all exits of schools used by pupils should be made to open outward as is required by law, and that none of these exits of the schools should be locked with a key at any time during the day. If it is considered imperative that any door should be closed to outsiders, the Inspector of Buildings is instructed to provide a lock which will make it possible for the door to be readily opened from within, but not from without.

5. In the case of main entrance doors not used by pupils, one half may be kept bolted, provided it can be readily unbolted by monitors at Fire Drill.

## VII.—Sinks and Drinking Cups.

1. The Board requires particular attention to be given to the drinking cups provided for the use of pupils at the sinks in the different schools.
2. These cups should be hung at the sinks in such a manner as to make it possible for the children to drink from them, and impossible for the cups to rest on the bottom of the sink.
3. The cups and fittings about the sink should be kept scrupulously clean by being polished at least once a week.
4. The Inspector of Buildings undertakes to attend to the supplying and placing of suitable cups at the sinks in the different schools.

## VIII.—Ventilating Fan.

The Board has given consideration to the question as to when the ventilating fans in its buildings might be stopped and the class-rooms ventilated by means of opened windows, and has ordered the fans to be run daily during school hour except when Principals may consider it quite safe for children to sit in close proximity to opened windows, the outer air being of the same temperature as the properly heated class-room.

## IX.—Supervisors.

In order to secure some uniformity of report concerning the work of the Supervisors, Principals are requested to record on their monthly report the number of visits made to their schools by each of the Supervisors and the date of each visit.

## X.—Bonuses for Attendance in Kindergarten Classes.

The Board does not pay bonuses for extra pupils in Kindergarten Classes and advises Principals not to admit more than an average of 20 pupils per teacher to these classes.

As the Kindergarten attendance in some schools is irregular, Principals may feel safe in allowing the number on the roll to exceed 20 pupils per teacher.

## XI.—Transfer Permits.

1. Transfer of Pupils cannot be granted by the Superintendent in September and February until returns of enrolment from the various schools have been received. Parents desiring transfers for their children may be saved some inconvenience if they are permitted to fill the forms provided and forward them to the Superintendent by mail through the Principals of the schools instead of making a personal visit to the office. If, however, parents wish to urge their claims in person they are at liberty to do so, although it would seem unnecessary as Transfers are granted whenever the enrolment in the classes makes it possible.

2. Pupils resident in Neutral Districts may be required to attend either one of the schools of their districts, but must be notified to this effect within five school days of the opening of the half-year.

## **XII.—Non-Protestant Pupils.**

1. Minors under the law are of the father's religion. If the father is Protestant, the children must be regarded for educational purposes as Protestant; if the father is Roman Catholic they must be regarded as Roman Catholic.

2. Principals are authorized by the Board to admit to its schools the children of a Roman Catholic father on receipt of statements as follows:—

(a) A statement from the father that it is his intention to bring up the children in the Protestant faith, and

(b) A statement from some Protestant minister that the children are attending his church and Sunday school. Principals should see that these statements are sent in with any applications that come through them.

## **XIII.—Commissioners' Scholarships.**

Pupils of the Sixth and Seventh Year Grades of the Public Schools should be informed concerning the conditions of competition for Commissioners' Scholarships. Form No. 43 has been prepared for this purpose, and may be had on application. Pupils should receive this information during the first five days of their attendance in Sixth Year Grade.

## **XIV.—Organizations of Pupils.**

The Board declines to sanction the formation of any special organization of pupils in which the members shall be required to wear distinctive badges, or the adoption of any regular periodic programme of school gatherings for patriotic demonstrations.

## **XV.—Match Games.**

1. All contests or games between different schools or organizations must be sanctioned by the Principals of the schools concerned. Each Principal shall see that the team representing the school is composed of pupils in good standing, and that a responsible person is placed in charge of the team during the contest.

2. All matches or contests must be arranged for by a written challenge, and conditions agreed upon before the day of the match.

3. In basketball, the Official Rules published in Toronto shall govern all games for girls as well as boys. This ruling is necessary owing to the isolated position of Montreal, which renders the rules for girls unsuitable here. In baseball, the Spalding Official Guide is correct.

## **XVI.—Petty Cash Fund.**

The Board will place a small sum of money, about \$20.00, in the hands of each Principal as his petty cash fund, and an account of his disbursements with vouchers annexed should be sent so as to reach the Treasurer on the day before the last day of the month. A cheque will then be sent to each principal covering the amount of his account. This will restore to him the amount (\$20) originally left with him which he must finally refund at the end of the school year.

## XVII.—Steam Boilers.

Principals are required to make a careful and frequent (at least daily) inspection of the steam boilers in their schools, and to take such steps as may in their judgment be necessary to assure themselves that they are always in a perfectly safe condition. The printed instructions will serve for their guidance and any further information which they may desire will be given upon application to the Inspector of Buildings.

## XVIII.—Caretakers.

1. From the 1st of July, 1915, fixed monthly sums will be paid to caretakers as part of their salaries, as follows:—

- (a) For electric lighting \$2.50 per month, including rent of meter.
- (b) For gas lighting \$2 per month, including rent of meter.
- (c) For gas for cooking purposes:—
  - i. In cases where a gas stove only has been installed, \$2.50 per month.
  - ii. In cases where both a gas stove and a coal range have been installed, \$2.50 per month for the six months from May 1st to October 30th.

2. The Regulation relating to the keeping open of the main entrances (other than the pupils' entrances) of the various school buildings is amended so as to admit of half the door in each case being kept shut.

3. FIXTURES.—All porcelain or enamelled fixtures, sinks, wash basins, water-closets, urinals, are to be at all times kept, inside and out, thoroughly clean, and all brasses bright by scouring at least once a week with sapolio, bathbrick, or some other equally good cleaner.

4. Teachers are instructed to report to the Principals in cases where the temperature of the class-room falls below 60° F.

5. That Principals be instructed to dismiss the class upon receiving such report, and to communicate at once with the Inspector of Buildings.

The instructions to teachers and Principals with regard to the temperature of a classroom are imperative and do not give any discretionary power. In the event of a class being dismissed for lack of sufficient warmth, the Board will make an investigation into the case and will take such steps as may be necessary to prevent the recurrence of a similar ground of complaint.

The attention of Principals is drawn to the provisions of Article XL of the Regulations of the Board, and of Caretakers to the terms of their written agreements with particular reference to the care of sidewalks.

It is the practice of the police authorities to issue a summons, without previous notice, in case of the neglect of any occupant to keep the sidewalk in good order, and especially to spread ashes so as to prevent accidents.

### XIX.—Government Night Schools

1. The Government issues the following instruction for calculating the average attendance.

"At the end of every month, in the last column but one of the List of Pupils, there must be placed, opposite to each name, the number of days on which each child was present at the school. It is by adding up the figures of this column and dividing it by the number of class days there have been in the month that the average attendance is counted. This calculation should be made regularly every month and the average attendance marked at the foot of each page of the list of pupils."

2. When the average so established falls below eighteen, the class must be closed.

3. **Returns of Attendance.**—In order that the returns from the various schools may be uniformly made out, Principals are requested to observe the following directions:

(1) In schools where there are more than one class, it may be found necessary to transfer pupils from one class to another during the month, and this may be done without transferring the attendance of the pupil from one class to the other. A pupil's name may appear on several rolls during the same month, provided it does not appear on more than one roll for the same night.

(2) (a) The number of pupils present each night must be shewn at the foot of the column for that night. This should be made up each night while the pupils are present and checked with the actual number present and not merely from the number of "presences" or "absences" recorded in the column.

(b) The sum of these totals gives the total nights of attendance made by pupils for the month and should correspond with the total of the number of nights of attendance made by the respective pupils.

(c) This total divided by the number of nights the class was in session during the month will give the average nightly attendance of the class for the month.

(d) The names of males and females need not be recorded separately on the roll nor the number of each present each night.

3) On the monthly attendance roll for the Government the left hand column in the page is to show, by the consecutive numbers 1, 2, 3, 4, 5, etc., the number of pupils in the class, and not the register numbers. These should not be shown on this roll.

(4) The attendance of pupils should be shown by a distinctive mark for absence and another for presence, and it is suggested that all observe the following on the Government Roll.—A small letter "p" will indicate that the pupil is present and the small letter "a" that he is absent. Pupils entering late in the month should have blank spaces after their names until the first night of their attendance.

(5) Those present in the Principal's class on the first class night may be recorded as present on the night of enrolment.

(6) The name of the class and school should be written (or stamped) at the right hand top of the page.

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